

Department of Political Science
University of Oklahoma

PSc 2173
Administration and Society
Syllabus, Spring 2008

Instructor: William Hanson **E-Mail:** whanson@ou.edu

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Office Hours: Tues and Thurs: 10:30a-12:00

Class Times: Tues and Thurs 9:00 – 10:15a

Class Location: tbd

Online Materials: <http://learn.ou.edu>

Course Description:

This course studies the relation of public administration to legislators, executives, and courts; and challenges to public management, such as diversity, equality, and justice. Topics include government budgeting, personnel, leadership, and organizing and delivering programs and services. This course focuses on how to maintain ethics and accountability and increase efficiency and effectiveness in public programs.

Prerequisite: Completion of PSc 1113.

Course Objectives:

Upon successful completion of this course, the student will be able to:

- Understand the meaning of Public Administration within the context of American society
- Understand and apply required technical competencies within Public Administration, particularly in the arenas of budgeting and human relations
- Understand and apply moral and ethical guidelines to problems of governance
- Understand and apply leadership tools to problems in Public Administration
- Understand the impact of the complex interplay between differing stakeholders and viewpoints to problems of Public Administration
- Be able to accurately and concisely analyze case studies

Hardware and Software requirements:

- Computer capability sufficient to connect with the D2L website (<http://learn.ou.edu/ComputerReq.asp>).
- A web browser (Internet Explorer, Netscape Navigator or Mozilla – same as D2L requirement)
- Word processing software (Microsoft Word, WordPerfect, Open Office, or equivalent)

Graded Items:

1. The instructor reserves the right to give periodic quizzes. Quizzes will be given at the beginning of class and will include multiple choice, definitions and short answers.
2. There will be two exams, worth 150 points each. These may include multiple choice, definitions, short answers, and essays.
3. There will be four case studies, worth 400 points total. These will be 3-4 page analyses of selected cases in the Stillman text.
4. There will be one comprehensive final exam, worth 200 points. The exam will cover the entire course, but will be weighted toward material presented after the second exam.
5. Attendance and participation will be part of your grade (100 points).
6. There may be opportunities for extra credit at the instructor’s discretion.

Required Textbooks

The Professional Edge: Competencies in Public Service, James Bowman, Jonathan West, Evan Berman, and Montgomery Van Wart. M.E. Sharpe, 2004.
ISBN 0-7656-1146-5 (**Edge**)

Public Administration: Concepts and Cases, 8th ed., Richard J. Stillman II. Houghton-Mifflin, 2005.
ISBN 0-618-31045-2 (**Cases**)

Grading:

Item	Points	Weight	Final Grades – Points (%)
Quizzes (as needed)			A: 900 + (90% and above)
Exams (2@ 150 pts)	300	30%	B: 800 – 899 (89% – 80%)
Case Studies (4 @ 100 pts)	400	40%	C: 700 – 799 (79% – 70%)
Final Exam	200	20%	D: 600 – 699 (69% – 60%)
Attendance & Participation	100	10%	F: less than 600 (below 60%)
			(If quizzes are given, they will be added to the score and final grades will use the same percentages)
Total	1000	100%	

A grade of A implies that all requirements have been met and substantially exceeded. “A, the highest grade, is given of work of exceptional quality. D is the lowest grade for which credit is given in any undergraduate college and means that, although in the judgment of the instructor credit should be allowed for the course, a degree will not be conferred upon a student whose work is all of that level.” (*The University of Oklahoma General Catalog, 2003-2006, p. 34*)

A grade of F implies failure to meet minimal requirements.

My Expectations:

1. Be on time – to class and with assignments. Attendance will be taken at the start of each class and is part of your grade.
2. Come to class to actively participate. It is essential to your development and understanding of the course – part of your grade depends on it. I will appreciate your effort and you in turn will find the time spent in class more enjoyable.
3. Read the assignment and be prepared for each class session.
4. Do not hesitate to ask questions during class. If it is not clear to you, it probably is not clear to someone else.
5. Do not expect me to lecture the entire class period. Your participation is part of your grade.
6. Cell Phones are to be turned off during class.
7. Drinking is allowed...Eating is not allowed.

Due Dates and Late Assignments

All assignments are due in the D2L dropbox at 5 PM, OU local time, on the due date in the syllabus. Late work will not be accepted except under extraordinary circumstances, and then only by prior arrangement with the instructor. Computer problems, illness, family issues, or schedule conflicts are not valid reasons for late work – plan ahead.

Exams: Make-up exams will only be given in extraordinary circumstances. If you miss an exam, I will require standard documentation (illness, special needs, etc.), prior to the exam if at all possible.

Case Study Guidance

(Adapted from: Seperich, et al., 1996)

Using an organized seven-step approach in analyzing a case will make the entire process easier and can increase your learning benefits.

1. *Read the case thoroughly.* To understand fully what is happening in a case, it is necessary to read the case carefully and thoroughly. You may want to read the case rather quickly the first time to get an overview of the political environment, the organization(s), the people, and the situation. Read the case again more slowly, making notes as you go.
2. *Define the central issue.* Many cases will involve several issues or problems. Identify the most important problems and separate them from the more trivial issues. After identifying what appears to be a major underlying issue, examine related problems in the functional areas (for example, technical, finance, personnel, and so on). Functional area problems may help you identify deep-rooted problems that are the responsibility of top leadership.
3. *Define the goals.* Inconsistencies between organizational goals and performance may further highlight the problems discovered in step 2. At the very least, identifying the organization's goals will provide a guide for the remaining analysis.
4. *Identify the constraints to the problem.* The constraints may limit the solutions available to the firm. Typical constraints include political issues, limited finances, regulatory or

legal issues, personnel limitations, relationships with other organizations, and so on. Constraints have to be considered when suggesting a solution.

5. *Identify all the relevant alternatives.* The list should all the relevant alternatives that could solve the problem(s) that were identified in step 2. Use your creativity in coming up with alternative solutions. Even when solutions are suggested in the case, you may be able to suggest better solutions.
6. *Select the best alternative.* Evaluate each alternative in light of the available information. If you have carefully taken the proceeding five steps, a good solution to the case should be apparent. Resist the temptation to jump to this step early in the case analysis. You will probably miss important facts, misunderstand the problem, or skip what may be the best alternative solution. You will also need to explain the logic you used to choose one alternative and reject the others.
7. *Sketch out an implementation plan.* The final step in the analysis is to develop a plan for effective implementation of your decision. Lack of an implementation plan even for a very good decision can lead to disaster for the organization and the citizens you serve. Don't overlook this step. Your instructor will surely ask you or someone in the class to explain how to implement the decision.

A concise, well-written report will contain the following elements:

1. *Executive summary.* This is a concisely written statement, less than one paragraph, placed at the front of the report. It briefly summarizes the major points of the case and your solution. It should describe the major issue and the proposed solution.
2. *Problem statement.* Present the central issue(s) or major problem(s) in the case here. Do not rehash the case; assume that anyone reading the report is familiar with the case.
3. *Alternatives.* Discuss all relevant alternatives. Briefly present the major arguments for and against each alternative. Be sure to state your assumptions and the impact of constraints on each alternative.
4. *Conclusion.* Present the analysis and the logic that led you to select a particular solution. Also discuss the reasons you rejected the other alternatives.
5. *Implementation.* Outline a plan of action that will lead to effective implementation of the decision so that the reader can see not only why you chose a particular alternative but how it will work.

Format: Your case study report should be 11 or 12-point, Calibri, Times New Roman or Times Roman font with 1” margins on all sides. Paragraphs should be single-spaced, with one line spacing between paragraphs, with no indent for the first line. Any specific heading should be put in bold print at the front of the paragraph (just like this one).

- Often, you will want to use bulleted or numbered points to quickly summarize key issues
- If you do, use indented bullet or numbered lists, as I have done in the syllabus.

Grading Criteria: The case study report will be graded on:

- Logic and structure (35%) – Is the conclusion clear? Is it supported by evidence?
- Clarity and completeness of analysis (50%) – Are all key issues discussed clearly?
- Mechanics (15%) – Adherence to page length and format, grammar, spelling, etc.

Course Outline (All readings are from the course texts unless otherwise stated -- Graded items in Bold Print):

Week	Dates	Subject	Reading
1	20, 22 Jan	Introduction, Public Service Today	Edge: Ch 1
2	27, 29 Jan	Public Service Ecology and Culture Case Study 1 (Who Brought Bernadette Healy Down?) due 5pm Friday, Jan 30	Cases: 78-85 Cases: Ch 11
3	3, 5 Feb	Key Competencies: Technical	Edge: Ch 2
4	10, 12 Feb	Bureaucracy and Public Administration Case Study 2 (How Kristin Died) due 5pm Friday, Feb 13	Cases: Ch 2
5	17, 19 Feb	Budgeting as Political Choice	Cases: 365-381
6	24, 26 Feb	Competing Bureaucratic Systems Exam 1 on 26 Feb	Cases: Ch 7
7	3, 5 Mar	The Ethical Professional	Edge: Ch 3
8	10,12 Mar	Competing Ethical Obligations Case Study 3 (The Mine Blast in Centralia) due 5pm Friday, Mar 13	Cases: 504-514 Cases: 30-47
9	17,19 Mar	Spring Break (no class)	
10	24,26 Mar	Bureaucracy and the Public Interest	Cases: Ch 15
11	31 Mar, 2 Apr	Exam 2 on 31 Mar Leadership 1: "Muddling Through?"	Cases: 220-233
12	7, 9 Apr	Creating Leadership in Government	Edge: Ch 4
13	14,16 Apr	Executive Leadership Case Study (The Lessons of ValueJet 592) 4 due 5pm Friday, Apr 17	Cases: Ch 10
14	21,23 Apr	Effective Communication in Government	Cases: Ch 9
15	28,30 Apr	Intergovernmental Relations	Cases: Ch 5
16	5,7 May	Review and Wrap-up	Edge: Ch 5
Finals	May 13	Final Exam: Wed, May 13, 8:00-10:00 am	

Academic Integrity:

(the following statement is extracted from <http://www.ou.edu/provost/integrity> -- all students are encouraged to review the OU policy and to discuss any issues or questions with me)

What does "academic integrity" mean?

Academic integrity means honesty and responsibility in scholarship. Professors have to obey rules of honest scholarship, and so do students. Here are the basic assumptions about academic work at the University of Oklahoma:

- (1) Students attend OU in order to learn and grow.
- (2) Academic assignments exist for the sake of this goal.
- (3) Grades exist to show how fully the goal is attained.
- (4) Thus, all work and all grades should result from the student's own effort to learn and grow. Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

Academic integrity means understanding and respecting these basic truths, without which no university can exist. Academic misconduct -- "cheating" -- is not just "against the rules." It violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between student and professor. Finally, it is unfair to students who earn their grades honestly.

Sexual Harassment Policy:

The University of Oklahoma explicitly condemns sexual harassment of students, staff, and faculty. Sexual harassment is unlawful and may subject those who engage in it to university sanctions as well as civil and criminal penalties. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following context:

- 1) When submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing, or
- 2) When submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or
- 3) When such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

University of Oklahoma Reasonable Accommodation Policy on Disabilities

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

University of Oklahoma Policy on Religious Holidays

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.

Internet Information

Course material will be posted on the OU Desire 2 Learn site (<http://learn.ou.edu>). Slides, revisions to this syllabus, announcements, and revisions to the course outline will be posted in the appropriate folder. You are required to use this Internet site to keep abreast of course changes. The D2L site will also include the class discussion board and chat room.

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