

PLS 5543 Seminar in Public Administration and Policy  
Eastern Illinois University  
Spring 2009

Instructor: Dr. Jeff Ashley  
Class Time: W 12:00-2:30  
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**Course Description**

PLS 5543 is designed to integrate administrative theory and practice in a manner which will allow students to better understand and operate within an organizational setting. Theory will be stressed in the course so that students might better recognize why organizations function the way they do, why certain administrators behave the way they do, and why various activities are performed on a somewhat regular basis. Organizational structures, administrative processes, and managerial techniques are subject to change. By understanding the theory behind various structures/processes/techniques, one is often better able to adapt to changes as they emerge.

PLS 5543 will also focus on the practice of administration. While theory allows one to understand *why* techniques are present, it is equally important to know *how* the techniques/tasks/tools are used. PLS 5543 is about reading, analyzing, critiquing, and discussing theories while also attempting to simulate doing. Thus, the course is intended to facilitate learning at different levels - - practical and theoretical. The basic assumption behind this integration is that theory and practice are complimentary, not contradictory.

**Course Objectives**

The objectives of PLS 5543 are to:

- 1) provide an understanding of the unique nature of public organizations, and the role that leadership (formal and informal) plays in making an organization function;
- 2) gain a greater appreciation for the various views on what management is and what functions managers perform -- including the assessment of performance within the organization;
- 3) increase awareness of the different motivational factors at work in an organization that an administrator may depend on from time to time;
- 4) introduce students to public policy design and implementation theory within intergovernmental settings and illustrate how multiple jurisdictions can impact implementation;
- 5) increase analytical and oral skills through the dissection and discussion of reading materials on the above.

**Attendance Policy**

Attend! Much of what we get out of both courses comes from discussion and brainstorming. Therefore, not showing up regularly would be a mistake.

**Reading Materials**

Jay Shafritz, Classics of Public Administration, 5<sup>th</sup> ed.  
\*\*other readings as assigned (on reserve in the library)

**Office Hours**

My office is located in Coleman Hall room 2033. Normal office hours are T TR 10:45-12:00, and W 8:00-10:00 . Other hours are available during the week by appointment. My office phone is: 581-8418. If you wish to reach me via Email, which is the easiest way to contact me, my e-mail address is: jsashley@eiu.edu.

### **Evaluation**

The six primary requirements are as follows:

- 1) Mid term exam worth 100 points
- 2) “Think pieces” (3 @ 40 points each) worth a total of 120 points\*  
these will be 3-4 page summaries and analyses of assigned readings to be assigned throughout the semester (see last page).
- 3) 2 Book reviews worth 30 points each for a total of 60 points\*  
Each student will do a comparative book review on an administrative topic of their choice. Copies of the review will be distributed to all members of the class and the review will be presented during the seminar session. (Please clear books with me beforehand so that we do not have duplication).
- 4) attendance and active, informed participation is worth 25 points. (Keeping up with the reading and being an active member of the course is of particular importance because, if it seems too many people are being “free-riders,” I reserve the right to add a final exam to the requirements).
- 5) discussion leading is (this is part of the participation grade)  
students will take turns acting as facilitators in group discussion over assigned readings. Try to come up with some thought provoking observations or something which will encourage active discussion. Try to avoid detailed questionnaires and summaries of the reading.
- 6) group project ... individually graded (see last page) worth 50 points\*

\*from past experience, the key to success appears to be writing assignments early enough to allow for some reflection and proofreading. Most people have had the bulk of their points deducted for grammatical and typographical errors. Please do yourselves a favor and pay attention to detail.

### **Grading**

Grades for both courses will be assigned according to the following scale:

“A” =	91-100%
“B” =	81-90%
“C” =	71-80%
“D” =	61-70%
“F” =	60% and below

## **COURSE OUTLINE and ASSIGNED READINGS** (to be read prior to week assigned)

Week one (1/12)

introduction to the course and review of expectations

Week two (1/19)\_\_\_\_\_

Development and questions in the Discipline

Wilson, White, Waldo, Frederickson, and Stivers (in classics)

Behn, “Big Questions” (on reserve)

Week three (1/26)\_\_\_\_\_

Development and Questions (cont.)

Taylor, Gulick, Follett, Barnard, Simon (in classics)

Long, “Power and Administration” (on reserve)

**THINK PIECE #1 DUE**

Week four (2/2)\_\_\_\_\_

Bureaucracy and Early Org Theory

Weber, Merton, Downs, Lipsky, Barzelay, Selznick (in classics)

De-Hart-Davis, “The Unbureaucratic Personality” (on reserve)

Week five (2/9)\_\_\_\_\_

Reinvention?

NPR (in classics)

Drucker, “Seven Deadly Sins”

Lynn, “The Myth of the Bureaucratic Paradigm”(on reserve)

“The ‘Old’ Public Management Versus.....”(on reserve)

Burnier, “Masculine Markets...”

Week six (2/16)\_\_\_\_\_

Public versus Private Management

Allison, Moe (in classics)

Garvey chapter – “What’s Private? What’s Public?...” (on reserve)

Frederickson Chapter – “PA as Governance” (on reserve)

Sclar Chapter – “Public vs. Private Production” (on reserve)

Van Slyke, “The Mythology in Contracting...” (on reserve)

**THINK PIECE #2 DUE**

Week seven (2/23)\_\_\_\_\_

Performance Measurement

Behn, “Why Measure Performance...”

Coe, “Organizational Report Cards...”

Nicholson-Crotty “Disparate Measures”

Yang, “The Performance-Trust Link...”

Week eight (3/2)

**No class – at a conference**

Week nine (3/9)

**MID-TERM EXAM**

Week ten (3/16) *SPRING BREAK*

Week eleven (3/23)\_\_\_\_\_

Participatory Government and E-Government

Halvorsen, "Assessing the Effects..."

Irvin, "Citizen Participation..."

Rethemeyer, "The Empire Strikes...."

West, "E-Government..."

Tolbert, "The Effects of E- Government..."

Week twelve (3/30)\_\_\_\_\_

Motivation

Maslow and McGregor (in classics)

Wright, "Public Service and Motivation..."

Perry, "Motivating Employees..."

Moynihan, "The Role of the ...."

Lee, "Employee Commitment..."

Houston, "Spirituality and...."

Week thirteen (4/6)\_\_\_\_\_

Equity and Diversity

Krislov (in classics)

Dolan, "Gender Equity..."

Stivers, "So Poor and So...."

Sowa, "Administrative Discretion..."

Menzel, "The Katrina Aftermath..."

Week fourteen (4/13)\_\_\_\_\_

Federalism and Collaborative Management

Bryson, "The Design and Implementation..."

Derthick, "Where Federalism Didn't..."

Kettl, "Managing Boundaries..."

Kiefer, "Incrementalism Before the Storm..."

McGuire, "Collaborative Public ...."

Week fifteen (4/20)\_\_\_\_\_

Who controls the Bureaucracy?

Brownlow and Hoover Reports (in classics)

Kaufman, "Administrative Management..."

Meier, "Political Control..."

Newbold, "Critical Reflections..."

**Think Piece # 3 Due**

Week sixteen (4/27)

wrap-up

Week seventeen -- FINALS WEEK

**\*\*Please note that this syllabus is subject to change at the instructor's discretion!**

## **University Policies**

### Learning Disabilities/Physical Challenges Policy

Students with disabilities who require special accommodation are encouraged to meet with the instructor during the first week of class. For further assistance or information, please contact the EIU Office of Disability Services at 581-6583.

### Student Assistance

The purpose of both the EIU Counseling Center and the EIU Learning Assistance Center is to help you obtain maximum educational benefit from your time here. The support offered enables students to obtain help for both academic and personal problems. The Learning Assistance Center (581-6696) can help with individual tutoring for academic needs. The Counseling Center (581-3413) has a staff available to assist you with any personal problems which might arise. College can be a very stressful experience, and I would encourage anyone to take advantage of these services when they feel the need.

### Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, EIU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning.

It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. At a minimum, academic dishonesty will result in a failing grade for this course.

## **Additional Assignment Parameters**

### **Program Plan**

Each group will develop a program using the generic outline covered in class. The program will include a basic needs assessment, program goals, program objectives, and intervention strategies (what activities, units of service will you provide?). Each level of the plan

will be accompanied by justification for what you propose to do – interviews, literature, etc. The completed class project will also include a timeline for program implementation, a description of anticipated obstacles to successful implementation, and a list of ten potential funding sources (with a description of why each source might fund the program).

While this may seem like an overwhelming task, it is a group project and we will all work together. The key will be for your team to determine the best way to proceed and to get the job done in the short period of time allowed.

The assignment will be assessed (graded) as follows:

- 1) the finished product – each group will hand in one completed program plan which will be evaluated on its degree of completeness, clarity, and professional presentation.
- 2) each individual will keep a log of their contributions to the project. How have you spent your time, and how did your efforts add to the whole? We do not want any free-riders here!

### **Think Pieces**

#1 - compare and contrast the works by Wilson, White, Taylor, Long, Simon and Frederickson. How might these works seem to comprise separate “camps” in the study of public administration? What are the camps, and who fits where? Include in your discussion the basic arguments made by each and, more importantly, the assumptions which drive their arguments (what must they assume about the world and administration in order to make the arguments they do).

#2 - discuss the primary differences between public and private management (citing relevant sources). Which is generally seen to be harder? Finally, in your opinion (and from the reading), are efficiency and accountability complimentary or contradictory concepts? Why? Why are they of particular importance for public administrators?

#3 - Look back on the primary principles/ideas that came out of the early period (think piece#1). Now use these early works and any literature covered since the Mid-term to support either one of the following assertions:

- a) Many of these early ideas are still driving what we do today
- or
- b) Most of the early ideas have little relevance today