PA 6313-5U1
Public Policymaking and Institutions   **Summer 2016**

COURSE SYLLABUS

Class Meetings: Monday, 6-10PM, GR 4.204
Instructor: Dr. Paul Battaglio
Office Location: Green Hall 2.324
Contact Information: (Office) 972-883-5344   email: battaglio@utdallas.edu

Office Hours: by appointment

Key Learning Objectives.
  ➢ Assist students in understanding the larger significance of the practice of public administration and policy.
  ➢ Encourage participants to improve their abilities to analyze, lead, and operate within the institutional matrix of the modern policy process with respect for and sensitivity to democratic principles.
  ➢ Learn the state of knowledge and practice on these topics and others covered in the course.
  ➢ Consider the application of these topics in the public and nonprofit sectors, and learn the state of knowledge on the implications of location in those sectors.
  ➢ Engage in discussions and exercises to develop a sense of how to apply in practice the topics and ideas covered in the course.
  ➢ Discuss contemporary issues in the field that shape public service today and tomorrow.

Expectations. In order to maximize participation, each student is expected to:
  ➢ Attend all classes and be on time. If you cannot attend class or are going to be late, please let me know by e-mail or phone in advance.
  ➢ Complete all assignments on time.
  ➢ Make an active contribution to the class discussion.

Course Description. This course is focused on public administration and policy with an emphasis on its place in and relationship to the American democratic political setting. While the subject is treated in the American context, coverage is not exclusively directed to any one level of government; international, national, state, and local issues are included.

A basic theme of this course is that the informed and skillful practice of public administration is enhanced by an understanding of the policy process, and how that setting influences the possibilities and constraints with which public managers must work. The course thus also provides material that may be useful in assessing the concepts and perspectives available regarding such subjects as public budgeting and finance, public human resource management, and the organization and management of public agencies. The course is not organized as an introductory survey of various

subfields or specialties of public administration and policy, but rather as an examination of its context and significance. Nevertheless, the seminar should be helpful as one begins to become educated about the details of the field; and indeed some of the required readings provide useful background information about the subject that can be used in turn in assessing the political context and significance of its operations.

The course is conducted as a seminar and is organized into four parts. After an introductory session, participants examine some basic issues of democratic theory and how these are linked to questions of public administration and policy. Then important political institutions in the American policy setting are analyzed with a view toward understanding how these structure the world of the public manager. This world is treated dynamically in the third part of the course, as participants explore how the political environment of public policy generates processes of bureaucratic politics that are visible in many aspects of administrative activity. Then the seminar explores the meaning of these findings for important normative questions of democratic governance in and through an administrative state. In particular, issues of accountability, responsiveness, and the public interest are raised in an effort to consider how public administration and policy encourages and/or challenges democratic governance.

COURSE REQUIREMENTS

Required Reading. All required readings for this course are contained in the following books/articles:

Text: Kettl, Donald F. (2014). *Politics of the Administrative Process*, 6th edition. Washington, DC: CQ Press. (paperback) ISBN-13: 978-1483332932.

Articles: Scholarly articles are designated in the syllabus. Most articles can be found using the provided citation through UTD's electronic library resources.

In addition, selected journal articles, book chapters, and case studies may be assigned at the professor's discretion.

Class Participation. Class meetings consist of the presentation of material by the instructor, plus discussion of pertinent issues and readings by course participants. Each student is expected to be a prepared and active seminar participant. Readings should be completed prior to their scheduled discussion in class, and students should come to class sessions prepared to contribute to an analysis of the topics and readings on the agenda. Active involvement of seminar members improves the quality of the course experience for those participating. Later sections of this syllabus identify the readings for each class meeting.

Journal Article Review. You will write a 3-page review of a peer reviewed, research article from the selected articles appearing in the Topics and Readings section below. The first half of the review should be a concise summary of the article and its conclusion (including its methodology); the second half should be your analysis of the author's

arguments. I will provide you with guidance for this assignment. We will discuss in class what "peer review," "research article," and "your analysis" mean.   Each student will be called on to lead a discussion on an assigned article from the readings below during the semester. Students are expected to provide outlines for the instructor and class participants.

Case Studies. Additionally, case studies may be assigned to promote thinking about practical applications of course materials. The cases are narratives of actual or realistic problems that public managers face during decision-making processes. Students are expected to supply relevant analyses from the case information if assigned. Moreover, the in-class discussion of the assigned cases will draw on small group discussion to develop solutions to the problems posed in the cases. Expectations for the case study exercise will be covered in a handout and discussed in a later class.

Examinations. There will be a two examinations (in-class, short answer and essay) covering selected topics. The examinations are designed to test the student's ability to understand and critically evaluate the reading, lecture, and discussion materials covered during the semester. The examinations will be assigned in class and are due by the end of the class period. The first examination is June 27 and is weighted at approximately 45 percent of the total grade. The second examination is August 8 and is weighted at approximately 45 percent of the total grade.

PhD Requirements. PhD students will be required to select a topic from among the class scheduled discussions and present an analysis (review/interpretation/critique) of some portion of the literature that the field has generated on the topic under consideration. The analysis will include consideration of at least five articles (or articles and books) drawn from literature outside of the pieces considered in the syllabus readings. The analysis should include preparation of a typewritten essay on the topic and selected readings. The paper is due on the last day of class, August 3.

Grading. Grading for this course shall be structured as follows: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 70-77=C, Below 70=F. Final grades will be based on:

> (1) Performance on the First Examination…….…………. 45%
> (2) Performance on the Second Examination…………….. 45%
> (3) Class Attendance and Participation…………….…….   10%

*Ph.D. students – each exam counts 30%, the term paper counts for 30%, class attendance and participation counts for 10%.

Attendance is expected as part of this course. If a student must miss class, he or she is responsible for ALL material presented in class. There will be material presented in the classroom that cannot be found in the textbooks or course readings.   It is your responsibility to get notes from students after an absence. The professor will not provide class notes to students.   The class PowerPoint presentations, case studies, and course

syllabus are available through eLearning. Note: The course syllabus may be amended at any time by the professor. If necessary, the updated syllabus will be posted on eLearning and its changes discussed in class.

Cell Phones and Pagers. Many of you have other jobs and responsibilities. However, responsibilities have a way of intruding on the learning experience, especially in this era of pagers and cell phones. My preference is that you not bring these devices to class at all. Obviously, that may not be possible, so at least make sure that they are turned off or are in "silent" or "vibrate" mode. If you really must answer a call, please leave the classroom immediately.

Late or Missed Work and Exams. Assignments are due at the start of the class session on their due date. Assignments may be submitted via email (attached file) or fax **by prior arrangement** with the instructor if the student will not be able to attend class. Make-up exams will not be given except under exceptional documented circumstances at the sole discretion of the instructor.

UT DALLAS SYLLABUS POLICIES AND PROCEDURES
The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to http://go.utdallas.edu/syllabus-policies for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Technical Support. If you experience any issues with your UT Dallas account, contact the UT Dallas Information Resources Help Desk: assist@utdallas.edu or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: http://www.utdallas.edu/elearninghelp.

Field Trip Policies, Off-Campus Instruction and Course Activities. Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to Texas Education Code, Section 51.950, can be accessed at the UT Dallas Policy Navigator, http://policy.utdallas.edu/utdbp3023, and at http://www.utdallas.edu/administration/insurance/travel. Additional information is available from the office of the school dean.

Student Conduct and Discipline. The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (http://catalog.utdallas.edu).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Discipline and Conduct, UTDSP5003 (http://policy.utdallas.edu/utdsp5003). Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at http://www.utdallas.edu/deanofstudents.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct. Academic Integrity

Academic Dishonesty: The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: http://www.utdallas.edu/deanofstudents/maintain/.

Copyright Notice. It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (Title 17, United States Code), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage

of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see http://copyright.lib.utexas.edu/copypol2.html. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at http://policy.utdallas.edu/utdpp1043) and the UT System's policy at http://www.utsystem.edu/ogc/intellectualproperty/copyrighthome.htm.

Email Use. The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to http://netid.utdallas.edu.

Class Attendance. Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.
Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (http://www.utdallas.edu/calendar) and in the Academic Calendar (http://www.utdallas.edu/academiccalendar). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Judicial affairs request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures. Procedures for student grievances are found in university policy UTDSP5005 (http://policy.utdallas.edu/utdsp5005). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete Grade Policy. As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be resolved completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Services. It is the policy and practice of The University of Texas at Dallas to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required (see http://www.utdallas.edu/studentaccess). If you are eligible to receive disability-related accommodations and/or services and to ensure accommodations will be in place when the academic semester begins, students are encouraged to submit documentation four to six weeks in advance. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The Office of Student AccessAbility provides:

1. Academic accommodations for eligible students with a documented permanent physical, mental or sensory disability
2. Facilitation of non-academic and environmental accommodations and services
3. Resources and referral information, and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Religious Holy Days. The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the Texas Tax Code.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of Texas Education Code 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Resources to Help You Succeed. The Office of Student Success operates the Student Success Center (SSC, http://www.utdallas.edu/studentsuccess), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The *Math Lab* gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The *Writing Center* offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The *Peer Tutoring* program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The *Peer-Led Team Learning* (PLTL) program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The *Communication Lab* (CommLab) offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

TOPICS AND READINGS

Part I: Public Administration and Democratic Theory

May 23: Course Introduction

Public Administration and Democracy. At this meeting the course requirements and objectives are reviewed, as are the organization of topics and the readings. The subject of public administration and democracy is introduced: the nature and importance of modern public administration is considered; the idea of democratic government is discussed; and a discussion of the distinction, if any, between public and private sectors.
- Readings:
  - Kettl, Chapter 1
  - Robert D. Behn, "What Right Do Public Managers Have to Lead?" *Public Administration Review* 58, no. 3 (1998): 209-224.
  - Brian J. Cook, "Politics, Political Leadership, and Public Management," *Public Administration Review* 58, no. 3 (1998): 225-230.

May 30: No Class – Memorial Day

June 6: *Democratic Theory, the American Constitution, and the Political Theory of American Administration.* Democratic ideas and the Constitution have played central roles in the foundation and evolution of government and politics in the United States. Important concepts like pluralism, equity, majority rule, and minority rights – all basic elements of American governance – are significant in their own right and may carry implications for the conduct of public administration and policy. The concepts are examined here, and the political theory developed to justify a sizable and vigorous American public administration is analyzed. Some obligations that the American Constitutional and democratic heritage carries for public administration and policy are identified, and the political theory of American public administration is critically probed.
- Readings:
  - Kettl, Chapters 2 and 3
  - Woodrow Wilson, "The Study of Administration," *Political Science Quarterly* 2 (1887): 197-222.
  - Michael W. Spicer and Larry D. Terry, "Legitimacy, History, and Logic: Public Administration and the Constitution," *Public Administration Review* 53, no. 3 (1993): 239-246
  - David H. Rosenbloom, "Public Administrative Theory and the Separation of Powers," *Public Administration Review* 43, no. 3 (1983): 219-227.

June 13: *The Development of American Public Administration.* Public administration is a product of not only early ideas and influences but also shifting notions of politics and administration in the United States, as well as economic,

social, and political forces in its environment through the last century. These influences and their impact on the development of American public administration and policy are examined with a view toward placing the current and future administrative setting in an understandable context.

- Readings:
  - Kettl, Chapters 2 and 3
  - Richard J. Stillman, II, "The 'Peculiar' Stateless Origins of American Public Administration and the Consequences for Government Today," *Public Administration Review* 50, no. 2 (1990): 156-167.
  - Torben Beck Jorgensen and Barry Bozeman, "Public Values: An Inventory," *Administration & Society* 39, no. 3 (2007): 354-381.

Part II: Political Institutions and American Public Administration

June 20: *Administrative Organization.* An important part of the institutional environment of today's policy process is the administrative structure of the government and of the government's third-party agents, like contractors. Here the organization of public administration is examined. Coverage includes formal arrangements, public administration in practice, and the significance of reorganization for the conduct of public administration.

- Readings:
  - Kettl, Chapters 4, 6, and 7
  - Sergio Fernandez and Hal G. Rainey, "Managing Successful Organizational Change in the Public Sector," *Public Administration Review* 66, no. 2 (2006): 168-176.
  - Trevor L. Brown, T. L., Matthew Potoski, and David M. Van Slyke, "Managing Public Service Contracts: Aligning Values, Institutions, and Markets," *Public Administration Review* 66, no. 3 (2006): 323-331.
  - Kenneth G. Provan and Robin H. Lemaire, "Core Concepts and Key Ideas for Understanding Public Sector Organizational Networks: Using Research to Inform Scholarship and Practice. *Public Administration Review* 72, no. 5(2012): 638-648.

Political Institutions: A wide variety of institutions in the environment of public managers can have a major influence on public administration and the policy process. Some of these are analyzed here. Particular attention is given to the overhead executive, the legislature, courts, interest groups, the media, and the intergovernmental network. Channels and modes of mutual influence are explored. Consideration is given, as well, to the possibility of competing claims on public managers from different politically-relevant institutions. What is the role of the public in this pattern?

- Readings:
  - Kettl, Chapter 5

- David H. Rosenbloom, "Retrofitting the Administrative State to the Constitution: Congress and the Judiciary's Twentieth-Century Progress," *Public Administration Review* 60, no. 1 (2000): 39-46.
- John C. Bertot, Paul T. Jaeger, and Justin M. Grimes, Using ICTs to Create a Culture of Transparency: E-government and Social Media as Openness and Anti-corruption Tools for Societies," *Government Information Quarterly* 27, no. 3 (2010): 264-271.
- Laurence J. O'Toole, "Treating Networks Seriously: Practical and Research-Based Agendas in Public Administration.' *Public Administration Review* 57, no. 1 (1997): 45-52.
- Brian Adams, "Public Meetings and the Democratic Process," *Public Administration Review* 64, no. 1 (2004): 43-54.

June 27: First Examination

July 4: No Class – Independence Day

Part III: Public Management and Bureaucratic Politics

July 11: *Decision Making and the Policy Process.* Public managers participate, along with the various actors in the political system, in public decision making. The processes of policy making and implementation are, accordingly, the focus of investigation here. How do the institutions and their actors combine to make policy? What is the public manager's role? How does this role comport with the requisites of democratic government and the Constitutional framework?
- Readings:
  - Kettl, Chapters 10 and 12
  - Charles E. Lindblom, "The Science of Muddling Through," *Public Administration Review* 19, no. 2 (1959): 79-88.
  - Charles E. Lindblom, "Still Muddling, Not Yet Through," *Public Administration Review* 39, no. 6 (1979): 517-526.
  - David J. Webber, "Analyzing Political Feasibility: Political Scientists Unique Contribution to Policy Analysis," *Policy Studies Journal* 14, no. 4 (1986): 545-553.
  - Laurence J. O'Toole, Jr., "The Theory-Practice Issue in Policy Implementation Research," *Public Administration* 82, no. 2 (2004): 309-329.
  - Steven Maynard-Moody and Michael Musheno, "State Agent or Citizen Agent: Two Narratives of Discretion," *Journal of Public Administration Research and Theory* 10, no. 2 (2000): 329-358.

July 18: *Bureaucratic Politics and Administrative Processes: Managing Finances and People.* The impact of the setting on the operations of public managers can be seen quite clearly if one examines some of the "standard" management processes. Here the activities of managing finances (including processes of budgeting) and personnel (human resources) are used to explore how the environment of public

agencies directs and influences supposedly-"internal" managerial efforts. It is clear that public managers cannot ignore their setting if they hope to be successful. Public management and bureaucratic politics are mixed in complex ways, as seen in the details covered here.

- Readings:
  - Kettl, Chapters 8, 9, and 11
  - V.O. Key, Jr. "Lack of a Budgetary Theory," *American Political Science Review* 34, no. 6 (1940): 1137-1144.
  - Carol Ebdon and Aimee L. Franklin. "Citizen Participation in Budgeting Theory," *Public Administration Review* 66, no 3 (2006): 437-447.
  - R. Paul Battaglio, Jr., and Stephen E. Condrey, "Civil Service Reform: Examining State and Local Cases," *Review of Public Personnel Administration* 26 (June 2006): 118-138.
  - Todd Jordan and R. Paul Battaglio, Jr., "Are We There Yet? The State of Public Human Resource Management Research," *Public Personnel Management* 43, no. 1 (2014): 25-57.

Part IV: Accountability, Responsiveness, and the Public Interest

July 25: *Bureaucratic Power and Democratic Government.* The analyses of the institutions and processes of governance and their relationship to the public manager, as covered in this course, raise questions about the compatibility of the managerial role with the norms of democracy. However, the questions are not easily answered. One's evaluation of the system depends in part on an assessment of the overall place, in practice, of the public manager in policy making and politics; and in part on an interpretation of the most important features of democratic governance.

- Readings:
  - Kettl, Chapter
  - Norton Long, "Power and Administration,' *Public Administration Review* 9, no. 4 (1949): 257-264.
  - Barbara S. Romzek and Melvin J. Dubnick, "Accountability in the Public Sector: Lessons from the Challenger Crisis," *Public Administration Review* 47, no. 3 (1987): 227-238.
  - John Petter, "Responsible Behavior in Bureaucrats: An Expanded Conceptual Framework," *Public Integrity* 7, no. 3 (2005): 197-217.

August 1: *Administrative Responsibility and Democratic Government.* After extensive examination of the relationship between public administration and democracy, it is appropriate to analyze some of the mechanisms and approaches that have been proposed to improve the fit between the two. These can generally be grouped into two strategies: those reliant on external control or influence over administrative action and those based internally on the operations of agencies and/or the character or characteristics of the public service. The course concludes with attention to whether and how democratic government can be reconciled with the administrative state.

- Readings:
  - Kettl, Chapters 13 and 14
  - Christopher Hood, "A Public Management for All Seasons," *Public Administration* 69, no. 1 (1991): 3-19.
  - Kenneth J. Meier, "Bureaucracy and Democracy: The Case for More Bureaucracy and Less Democracy," *Public Administration Review* 57, no. 3 (1997): 193-199.
  - David H. Rosenbloom and Suzanne J. Piotrowski, "Outsourcing the Constitution and Administrative Law Norms," *The American Review of Public Administration* 35, no. 2 (2005): 103-121.
  - Steven R. Smith, "The Challenge of Strengthening Nonprofits and Civil Society," *Public Administration Review* 68, no. 1 (2008): S132-S145.

August 8: Second Examination, PhD Paper Due