

CLEMSON UNIVERSITY
Department of Political Science

Introduction to Public Administration
POSC 321-001

Dr. Bob Smith
Fall 2009

CLASS: Wednesday 4:00 – 6:45 pm

LOCATION: Brackett Hall Room 214

OFFICE
HOURS: TTh 1:00-2:30 pm or
by appointment

CONTACT
INFORMATION: 230-C Brackett Hall
Phone: 656-0213
Email: rws@clermson.edu

REQUIRED
TEXTS: *Public Administration, Understanding Management,
Politics and Law in Public Administration*, 6th Ed.
by Rosenbloom and Kravchuk of McGraw Hill
Publishers, 2005

The Public Administration Workbook, 6th Ed.
by Dresand and Huddleston of Longman Press, 2008

REQUIRED
ANCILLARIES: This course will require students to purchase/utilize
iClickers for attendance, class participation and team
presentation feedback. See separate handout.

OBJECTIVES: This course will examine the foundations of modern public
administration. The course will also provide students with
an overview of the field of public administration and the
workings of local, state and federal government. The course
will cover topics in organization theory, personnel
administration, budgeting, decision making, regulation,
policy analysis, bureaucracy and ethics and accountability
in public organizations. The role of government in society
in view of the economic collapse of 2008 will also be
examined with implications for the balance of the 21st
century.

APPROACH:

The class is nontraditional in the sense that the course combines typical academic work (e.g., readings, homework, papers, and exams) balanced with applied exercises (team/individual projects, guest speakers, role play exercises, discussion events and site visit exercises). Students will form 6 five-person teams for group projects and be responsible for individual work components. ***Remember - Public Administration is an applied field and this class will focus on a “nuts and bolts” approach to the practice of government.***

ATTENDANCE:

Attendance will be taken via iclicker (if all goes well) and it is important to obtain an iclicker for attendance and other participation. Life happens and students are allowed a total of two excused absences without penalty (just tell me). Students are expected to make up for any missed work and assignments missed on those days. However, more than two absences, excused or not, results in a ten percent course grade reduction. If a student misses four classes this will result in a one-letter grade deduction for the course. Family emergencies and special circumstances will be accommodated as necessary but supplemental course work may be assigned to compensate for lost class time.

CLASS POLICY:

All examinations, papers, homework and other assignments must be completed by the respective due dates. Late grade penalties will be imposed but there will be exceptions for family or personal emergencies.

CLEMSON
ACADEMIC
STANDARDS:

“As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

Academic Integrity Statement
Clemson University

This standard will be enforced to the maximum extent as consistent with all applicable rules and procedures governing academic integrity.

COURSE
REQUIREMENTS:

Students are expected to complete all readings ahead of time, be prepared for in class assignments, complete all assigned homework, and contribute and participate in all relevant group projects. Students are expected to fully participate in class discussions and dialogue. Students will be graded on the following components:

Federal Agency Project (10% written, 2% presentation)

– Students will form six five-member teams. As a team, students will identify a federal agency of their choice and use the agency web site and other available information to research the agency. Each team member answers one of the following questions that addresses some aspect of the federal agency function/operations. Each student prepares a one-two page response to his/her respective question:

1. When was the agency created and what does it do?
2. What is the agency's mission and who heads the agency (include brief biographical information)?
3. Who are the agency's clients/customers and what are some current projects and initiatives?
4. What is the current agency budget, how many people does it employ, where is headquarters and where are any field offices located?
5. If you were to join the agency, identify at least two office or bureaus where you might like to work and what specific position you might like to hold with the agency?

From the assembled team, select two students to prepare and present a 10-minute class presentation answering the above questions. This project requires that individual team member's work together to coordinate individual responses with selected team presenters. Use of Blackboard discussion forums and file sharing will facilitate this. Team federal agency presentation dates are identified on the course calendar. Individual grades will be given on this project (10%) the presentation grade is assigned to all team members (2%).

State Agency Press Conference (10% written, 2% presentation) -

Students will form six five-member teams. As a team, students will identify a South Carolina State agency of their choice and use the agency web site and other available information to research the agency. Each team member answers one of the following questions that addresses some aspect of the State agency and a current issue, event, crisis or situation or problem facing the agency. This assignment is slightly different from the federal agency project because you are answering questions with a view of responding to the press/media. Each student prepares a one-two page response to his/her respective question:

1. When was the agency created, what does it do and where is it located?
2. What is the agency's mission, who heads the agency (include brief biographical information) and what is the current budget?
3. What is a current issue, event, crisis, situation or problem facing the agency? Provide some basic background.
4. What is the agencies role in addressing the event or problem? Why is the agency involved?
5. What is the agency doing to resolve or address the identified problem?

From the assembled team, select two students to prepare and present a 10-minute class presentation answering the above questions but in a press conference format. The students will take questions from the instructor/other students as if this were a real press conference. This project requires that individual team member's work together to coordinate individual responses with selected team presenters. Use of Blackboard discussion forums and file sharing will facilitate this. Team press conference presentation dates are identified on the course calendar. Individual grades will be given on this project (10%) the presentation grade is assigned to all team members (2%).

Local Government Budget Project (10% written, 2% presentation) -

Students will form six five-member teams. As a team, students will obtain a local government budget in hard copy or electronic format (e.g., Pickens County, Anderson County, City of Liberty, City of Clemson, etc.). The team will select one department or office within the budget (must be pre-approved by the instructor). The team will prepare an alternative budget based upon a scenario presented by the instructor. The scenarios will be: 1) Cut the budget 10 percent; 2) Cut the budget 30 percent; 3) Increase the budget 20 percent; 4) Identify which services could be privatized or outsourced and prepare savings estimates; and 5) Identify new revenue sources or ways to generate revenue (user fees) within the department. For individual work and group presentations budget numbers should be presented as “old” versus “new.” Each team member answers one of the following questions that addresses:

1. What jurisdiction, department or office did you select and what function does it perform? Provide some level of background.
2. What is the current budget and provide a narrative of where funding goes?
3. Provide the narrative and justification for the applicable scenario developed by the team.
4. Develop a basic Excel spreadsheet of the old versus new budget. Explain the impact on the community.
5. Discuss and summarize the internal team discussions that led to the final budget developed in the applicable scenario.

From the assembled team, select two students to prepare and present a 10-minute class presentation summarizing their budget recommendations and findings. This project requires that individual team member’s work together to coordinate individual responses with selected team presenters. Use of Blackboard discussion forums and file sharing will facilitate this. Team budget presentation dates are identified on the course calendar. Individual grades will be given on this project (10%) the presentation grade is assigned to all team members (2%).

Rule making /Regulatory Project (10% written, 2% presentation) - Students will form six five-member teams. As a team, students will identify a proposed rule published in the Federal Register. The team will analyze the rule using approaches and resources to be discussed in class. The team will be required to turn in a three-page letter on behalf of the head of the Office of Management and Budget (OMB) defending the proposed rule. There will only be one overall team grade assigned to students on this project (presentation points included).

From the assembled team, select two students to prepare and present a 10-minute class presentation presenting the letter and its recommendations. The students will take questions from the instructor as if this was an OMB official. This project requires that individual team member's work together to coordinate individual work with selected team presenters. Use of Blackboard discussion forums and file sharing will facilitate this. Regulatory project presentation dates are identified on the course calendar. There will be only one overall grade assigned to all team members (12%).

Government Ethics Project (10% written, 2% presentation) - Students will form six five-member teams. As a team, students will contemplate some contemporary ethical dilemmas facing government. Each student is required to turn in a two-page ethics statement based upon his/her evaluation of the ethics scenario presented to the team. Students should draw upon class readings and assignments and outside sources for guidance in addressing or resolving the ethical dilemma at hand. Students are assigned individual grades for this project (presentation points included).

From the assembled team, select two students to prepare and present a 10-minute class presentation presenting the ethical dilemma faced and how the team tried to resolve the dilemma. Students can expect questions from the instructor and students. Again, individual grades will be given on this project (10%) the presentation grade is assigned to all team members (2%).

Periodic Homework Assignments from Workbook (15%) - Throughout the semester students will be assigned readings and exercises from the *Public Administration Workbook*. These assignments will correspond to selected topics and are identified in the course calendar. Students are expected to complete the readings and exercise ahead of time and work through the exercise in class. Hands on work will emphasize the applied nature of work in public administration.

Guest Speaker Assessments (5 %) – Tentatively scheduled for either September 23 or 30. Guest speakers from local, state and federal government will be invited to give a firsthand perspective of their jobs, career options and the functions of their respective level of government. These speakers take their valuable time to share their insights and as such have important information and knowledge to share. Students are required to prepare a one-page summary for each guest speaker highlighting the speakers talk and major points made during the class presentation. These assignments are due the next class meeting following the speaker.

Final Examination (15%) – There will be one comprehensive final administered in this class. The multiple choice questions will be taken primarily from the Rosenbloom et al textbook and the essay questions will come from the Workbook readings. **The final will be administered during finals week which is December 7 – 12.**

Participation in Exercises and Forums (5%) – Students are expected to participate in classroom exercises and in Blackboard discussions and class forums.

Supplemental Article (5%) – Students will be assigned periodic articles to read (2 or 3) in connection with class or discussions. Students are required to prepare a two-three page article summary highlighting the main theme of the article, relevance to public administration and personal viewpoints.

COURSE CALENDAR:

<u>CLASS</u>	<u>TOPIC/EXERCISE</u>	<u>READINGS/PREP</u>
8/19	Introduction/Expectations Syllabus/Team Assignments What is Public Administration?	RKC Ch. 1
8/26	Management, Politics and Law Rise of the Administrative State TEAM PRESENTATIONS	RKC Ch 2 Federal Agency Project
9/2	Administrative Authority & Responsibility Federalism Intergovernmental Relations TEAM PRESENTATIONS	RKC Ch 3 Federal Agency Project
9/9	Public Management Organization Theory/Process Public Personnel TEAM PRESENTATIONS Organization Design Exercise	RKC Ch 4 RKC Ch 5 Press Conference Project DH Exercise #3
9/16	Politics, Personnel and Collective Bargaining Introduction to Public Budgets TEAM PRESENTATIONS Job Analysis Exercise	RKC Ch 6 Press Conference Project DH Exercise #11
9/23	NO CLASS – BLACKBOARD DISCUSSION (ARTICLE & ISSUE)	
9/30	CAREER OPTIONS DAY (LOCAL, STATE and FEDERAL)	
10/7	Public Budgeting and Finance Federal Budget Process/Systems TEAM PRESENTATIONS Line Item Budget Exercise	Local Budget Project DH Exercise #16

10/14	Decision Making Rational Decision Making TEAM PRESENTATIONS CBA-Cost Effectiveness Exercise	RKC Ch 7 Local Budget Project DH Exercise #1
10/21	Politics & Incrementalism Policy Analysis Policy Evaluation Exercise	RKC Ch 8 DH Exercise #2
10/28	Implementation Regulation in Theory Regulation in Practice TEAM PRESENTATIONS	RKC Ch 9 Regulatory Project
11/4	The Public in Public Administration Customers or Citizens? TEAM PRESENTATIONS Contract Management Exercise	RKC Ch 10 Regulatory Project DH Exercise #8
11/11	Public Administration and The Constitution Constitutional Values TEAM PRESENTATIONS	RKC Ch 11 Ethics Project
11/18	Ethics and Government Accountability and Government TEAM PRESENTATIONS	RKC Ch 12 Ethics Project
11/25	HAPPY THANKSGIVING	
12/2	Public Administration and The Future Review for Final Total Quality Management Exercise	RKC Ch 13 DH Exercise #6
12/7-12	Finals Week	

* Key: RKC = Rosenbloom, Kravchuk and Clerkin
DH = Dresand and Huddleston