

**Political Science 360
Public Administration
University of Hawai'i at Hilo**

Spring, 2008
CRN# 12342
MWF 11:00 – 11:50 am
UCB 330

Instructor: Dr. Todd Belt
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Office: UCB 355
Office Hours: Monday and Wednesday
2:00 pm – 4:30 pm,
and by appointment.

Course Description

This course explores public administration as a major component in public policy making in America. This course will familiarize students with the roles and functions of public agencies in governance and our daily lives. This course will deal with current issues and cases in order to explore the theoretical and practical roles of governmental agencies. Moreover, this course will explore the increasing role of non-profit organizations and the trend toward privatization in terms of their effects on the delivery of governmental services. This course will pay specific attention to the duties, responsibilities and challenges that face individual administrators.

Goals of the Course

Upon completion of this course, you should be able to understand many things about research methods in the discipline of Political Science:

- You will be able to explain the role that public administrators play in the public policy process.
- You will be able to define the type of characteristics that make for good interorganizational and interpersonal public sector management.
- You will become familiar with the decision making processes involved in public administration.
- You will be able to discuss the role of nonprofit organizations, privatization and structural reforms on the administration of public policy.
- You will understand the budgeting and implementation processes of governmental agencies.
- You will gain in-depth knowledge of an organization (through research or internship) and analyze the organization according to concepts learned in class in a term paper.
- You will understand how you can have an influence on the type and scope of services provided by government and other public organizations.

Required Texts

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

You are required to read from the above text as part of your coursework. I have placed the book on reserve in the library, so you need not purchase these books if you do not wish to do so. In addition, handouts may be distributed in class as required reading, and students are required to follow current political affairs in a national newspaper (many are available free of charge on-line).

Student Responsibilities

Beyond learning the course material, there are only three responsibilities that I place on all students in this course:

1. **Turn assignments in on time.** This class has deadlines that need to be met and exams that must be taken. Turn the assignments in on time. You must take the exams when they are scheduled unless you have a valid excuse (see below for the late assignment and exam scheduling policies). *Do not email assignments.* The following are examples of “excuses” I have received that are in no way valid:

“I lost my pen drive.”	“This isn’t the only class I have, you know.”
“My computer crashed.”	“I can’t find someone to watch my kids.”
“My nose job got infected.”	“I’m taking my kids snowboarding on Mauna Kea.”
“I can’t get motivated to do it.”	“I have to work.”
“My child is sick.”	“I have a doctor’s appointment.”
“I had printer problems.”	“I’m having personal problems.”
“But, my parents were in town.”	“I would have had to come back early from my trip to Kona.”
	“My pet chinchilla died and I was emotionally distressed.”

2. **Be courteous.** I hope and expect that we will have lively political discussions in this class. You are encouraged to disagree with other students and even the professor as long as it is done in a courteous manner. Turn off all electronic devices before class. Do not bring children or other animals to class. Do not pack up your belongings while class is still in session (see below for student conduct policy).
3. **Do not cheat.** Cheating will result in an “F” for the course, not just the assignment or exam upon which the student cheated (see below for academic integrity policy).

Evaluation Method and Grading Policy

Students will be evaluated by the instructor and will receive a letter grade for each of the following:

Participation	15%
Written Assignment	5%
Examinations	60% (3 Examinations, 20% each)
Internship Project or Term Paper	20%

1. **Participation:** You are not *required* to show up for class, but your contributions to class discussion will form part of your final grade. Participation includes the quality and frequency of individual students’ contributions to classroom discussion. I follow an “active learning” approach in my classes—simply reading the texts is not a substitute for classroom discussion and learning. In order to participate well in this class, you must pay close attention to assignments and deadlines (all of which are listed in this syllabus). You must complete all assigned readings for the week prior to coming to class on the first meeting of the week. If you are a shy person, now is your chance to work on your shyness and learn how to speak in front of others. Attendance will be taken for administrative purposes only and is not factored into your grade except that your ability to participate will be disadvantaged by too many missed classes. If you miss a class, it is your own responsibility to learn the material and catch up by the next class meeting.
2. **Written Assignment:** You will be required to complete a written assignment to make up for two classes we will miss in Week 10 (3/19-3/21). Details will be provided.
3. **Examinations:** There are three examinations (two midterms and one during finals week). The examinations are not cumulative, and they may include multiple choice, short answer, and essay questions. Make-up exams are rarely given and only when a university-authorized excuse is provided. These excuses include illness, religious holiday or a death in the family only. Make-up exams will not include multiple choice questions. You will not be excused from an exam simply because you missed the prior class or because the exam interferes with your work schedule. Do not make plans to leave town before the final exam. Any requests for a makeup exam must be made *before* the exam is given (call me). You will not be permitted to take a make-up exam if you do not request one before the exam is given. If you wear a hat with a brim on the day of an examination, you will be asked to remove it. If you have a disability that warrants additional consideration for examinations, please inform me so that I can accommodate you (also, see the “Note on Disability Services” below).

4. Internship Project or Term Paper: Students will be required to either undertake an Internship Project or to write a Term Paper (see below).

Internship Project Option: If you choose to participate in an internship, you will be required to volunteer at a governmental or nonprofit organization (your current job does not qualify as an internship). The duration of the internship is to be ten weeks for a minimum of four hours per week (40 hours total, minimum). The time frame for completing the internship is from the beginning of Week 4 (2/4) to the end of the Week 13 (4/18) of class. A list of potential internships will be provided on the class website, or you may find your own internship (with the approval of the instructor). Students who choose the internship option will be required to write a 3 page (typed) analysis of the administrative functioning of the organization in which they interned (comparing what is learned in class to what is observed in the field). The student’s grade for this portion will be calculated as 30% Internship Supervisor’s Evaluation, 70% Internship Analysis Paper.

Research Paper Option: If you choose to do the research paper, you will be asked to analyze a governmental or nonprofit organization of your choice in terms of the analytical skills learned during this course. In order to do this, you must not only describe how the organization functions, but explain *why* it functions the way it does. You should perform your analysis based upon concepts and theories learned in class. The paper is to be 8-10 pages in length and must include at least five sources. Do not be afraid of the library. You may only cite internet resources if they reflect legitimate sources of information (such as newspaper articles). You may cite course texts, but they will not count toward the requisite five sources. The paper must:

- be typewritten in 12 point Times Roman font
- be double spaced
- have 1 inch margins on top, bottom, and both sides
- include a title and cover page (do not include a cover, just staple your paper)
- include a bibliography page
- done in the citation style of your choice (footnotes or parenthetical – be consistent)
- include page numbers
- include an introduction, body, and a conclusion

The instructor’s evaluation of student performance will be guided by the following table:

Evaluation	Exam Points	Grade	Grade Points
Excellent	93-100	A	4.0
	90-92	A-	3.7
	87-89	B+	3.3
Good	83-86	B	3.0
	80-82	B-	2.7
	77-79	C+	2.3
Satisfactory	73-76	C	2.0
	70-72	C-	1.7
Poor	60-69	D	1.0
Failure	59 and below	F	0.0

- In order to earn an Excellent (A) grade, a student must demonstrate mastery of all of the factual material, be able to apply and in fully integrate theories and concepts, and demonstrate clear organization of ideas and arguments.
- In order to earn a Good (B) grade, a student must demonstrate mastery of nearly all of the factual material, demonstrate some application and integration of theories and concepts, and demonstrate clear organization of ideas and arguments.
- In order to earn a Satisfactory (C) grade, a student must demonstrate mastery of most of the factual material and demonstrate clear organization of ideas and arguments.
- In order to earn a Poor (D) grade, a student must demonstrate mastery of most of the factual material.
- In order to earn a Failing (F) grade, a student must not demonstrate adequate knowledge of the factual material.

Grade weighting method: The grade a student receives for each requirement will be converted to grade points and weighted by the corresponding percentage (see above). The final value will be rounded to the closest Grade Point assignment and the corresponding grade will be recorded as the student's final grade in the course. Here is an example: Suppose Mary received a B for Participation, a C for her written assignment, a C+ for her first Midterm Exam, a B for her second Midterm Exam, a B- for her Final Exam, and a B- for her Internship (or Term Paper). Mary's final grade would be calculated as follows:

$$\text{Final Grade} = (3.0 * .15) + (2.0 * .05) + (2.3 * .20) + (3.0 * .20) + (2.7 * .20) + (2.7 * .20)$$

$$\text{Final Grade} = .450 + .100 + .460 + .600 + .540 + .540$$

Final Grade = 2.690, which is closest to 2.7 grade points, which is equivalent to a B-.

Note: Your final grade will be available on the "My UH" web portal after the semester. *I do not email grades.* Failure to take an exam or to turn in an Internship Project/Term Paper will result in an F for the missed component plus a one full letter grade reduction in the student's final course grade.

Other Course Policies and Notes

Add / Drop Policy

This class is full. If you do not wish to take this class, please drop it immediately in order to make room for another student. You may add the class prior to Friday, 1/18 at 12:00 midnight if you are lucky enough to register after someone has dropped and there is an opening on the computer system. If there are openings available, I will add students at the beginning of the second week (Wednesday, 1/23). You must be present to add. Senior and Junior Administration of Justice Majors will be given priority if there are not enough spaces in the class.

Grade Options Policy

Students may take this course for Credit / No Credit, but they must exercise this option on or before Friday, 2/1. The last day to withdraw without a "W" is 2/3. Incompletes are rarely given and only in cases of an emergency and provided that the student has completed at least half of the course requirements and is earning a C- or better.

Student Consultation Policy (Office Hours)

Students are my highest priority. I want every student to do well. I am *always* happy to meet with students who need help. I do not answer questions about the class via email, see me directly before or after class or during my office hours. You may use email to schedule an appointment. My office hours are listed at the top of the syllabus, and I am available for drop-in consultation at that time. If you need to see me but can not make it during my normal office hours, please schedule an appointment with me. Sometimes my office door is left open at other times during the week, and you can drop-in to talk if it is. If my door is closed, I may or may not be available to speak with you (please knock to find out). When I am not working on course material or grading, I am often busy in my office doing research or helping to improve the university through such things as committee work. For these reasons it is best to meet with me during regular office hours or during a scheduled appointment so that we are not disturbed and I can give you my undivided attention. If you want to schedule an appointment with me, you may see me before or after class, call me or email me. When you email me to schedule an appointment, please be sure to say who you are and the class in which you are enrolled.

Student Conduct Policy

Students who engage in disruptive behavior will be asked to leave class immediately. Disruptive behavior consists of, among other things, frequent talking with other students during lectures and presentations, eating, and electronic noises. Turn off all pagers, phones and other electronic devices prior to entering the classroom. If you have an electronic device that emits noise during class you will be asked to leave—no excuses and no exceptions. Do not pack up your belongings before class is dismissed, this is extremely disrespectful. Do not bring children or other animals to class.

Academic Integrity Policy

Academic honesty is required of all students. Each student is responsible for understanding and following campus policies on academic honesty. Academic dishonesty defrauds all those who depend on the integrity of University

courses and is a serious offense. The UHH Catalog defines academic dishonesty as:

“Plagiarism includes, but is not limited to: submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or drylabbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results” (p. 66).

Cheating and plagiarism will not be tolerated. Note that submitting the same paper for more than one course *without the prior approval of both instructors* is considered to be a case of academic dishonesty. You must use quotation marks (“these things”) if you are directly copying another author’s words. Simply citing the author is not enough unless you are paraphrasing (rewriting the idea in your own words). Copying material off of websites and pasting it in your paper is plagiarism. You are encouraged to paraphrase wherever possible, as it is preferable to using too many quotes. If plagiarism or any other form of academic dishonesty (including cheating on examinations) is suspected, the incident will be thoroughly investigated. If you are caught cheating in any form or plagiarizing any part of a test, paper, or other assignment, you will receive an “F” for the course (not just the assignment) and may be reported to the University administration for further possible action, including expulsion from the university.

Late Assignment Policy

Writing assignments are due at the beginning of class of the day assigned. Assignments that are turned in during or at the end of class will be treated as late. A late assignment is to be turned in directly to me at the next class meeting (do not slide it under my door or attach it to the clip outside my office door). *Do not email your assignment.* The assignment will be deducted one full letter grade for every class period it is late. Assignment sheets specifying requirements will be distributed in class and will be posted on the class website. They will not be emailed. See me during class or during my office hours if you missed any. As a student, it is your responsibility to keep track of due dates and to follow up on missed assignments. Telling the instructor that you “did not know” about a course requirement is *not* an acceptable excuse, it is academic negligence. Missing assignments or exams will result in an “F” for the assignment plus a full letter grade deduction in the student’s final grade. Thus, it is far better to turn an assignment in late than not to turn it in at all.

Note on Disability Services

I will do everything possible to accommodate the needs of students with disabilities. Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office—Hale Kauanoë A Wing Lounge, 933-0816 (V), 933-3334 (TTY), shirachi@hawaii.edu. Please do so as early in the semester as possible.

Note on Academic Advising

Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once per semester in order to decide upon courses, check progress towards graduation, and discuss their career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have the final responsibility for meeting degree requirements. You can your advisor here: <http://www.uhh.hawaii.edu/studentaffairs/advising/advisors>

Course Outline:

Week 1 (1/14-18). Introduction to Public Administration

Reading: Stillman, ch. 1.

- ◆ Syllabus Distributed
- ◆ What is Public Administration?
- ◆ Public Administration vs. Politics
- ◆ POSDCORB

Week 2 (1/23-1/25). The Political and Cultural Environment of Public Administration
No Class Monday, 1/21 (Rev. Dr. Martin Luther King, Jr. Day)

Reading: Stillman, chs. 3.

- ◆ Policymaking Process
- ◆ Power
- ◆ The Ecology of Public Administration
- ◆ Organizational Culture

Week 3 (1/28-2/1). The Bureaucracy

Reading: Stillman, ch. 2.

- ◆ What is Bureaucracy?
- ◆ Business vs. Public Administration
- ◆ Federal, State, and Local Government
- ◆ Bureaucratic Office Holding
- ◆ Advantages of Bureaucratic Organization
- ◆ Bureaucratic Permanence and Bureaucratic Reform
- ◆ Privatization and Contracting
- ◆ Nonprofit Organizations
- ◆ Community and Faith-Based Initiatives

Week 4 (2/4-2/8). Inter-Governmental Relations

Assignment: Internship Contracts or Term Paper Topics due Monday (2/4)

Reading: Stillman, ch. 5.

- ◆ Federalism
- ◆ Cabinet-Level Departments
- ◆ Independent Agencies
- ◆ State, Local, County, and Tribal Agencies
- ◆ The Role of the Courts
- ◆ Grants and Mandates

Week 5 (2/11-2/15). The Evolution of The Study of Public Administration

Reading: Stillman, ch. 11.

- ◆ Organizational Theory
- ◆ Systems Theory
- ◆ History of the Expansion and Contraction of Public Agencies
- ◆ Administrative Communication
- ◆ Perception and Intention
- ◆ Censorship and Self-censorship

Week 6 (2/20-2/22). Effectiveness

No Class Monday, 2/18 (Presidents' Day)

Wednesday, 2/20: Midterm #1

Reading: Stillman, ch. 10.

- ◆ Efficiency, Economy and Effectiveness
- ◆ Service Delivery
- ◆ Cost-Benefit Analysis

Week 7 (2/25-2/29). Organizational Behavior

Reading: Stillman, ch. 6.

- ◆ Hawthorne Experiments
- ◆ Teamwork
- ◆ Public Service Culture

- ◆ Bureaucratic Structure
- ◆ Motivation

Week 8 (3/3-3/7). Management Skills

Reading: Stillman, ch. 9.

- ◆ Elements of Managerial Work
- ◆ Bureaucratic Burnout
- ◆ Delegation and Motivation
- ◆ Group Dynamics
- ◆ Entrepreneurialism
- ◆ Productivity

Week 9 (3/10-14). Strategic Management

Reading: Stillman, ch. 15.

- ◆ Organizational Charting
- ◆ Stakeholder Relations
- ◆ Organizational Learning
- ◆ Strategic Planning
- ◆ Public-Private Paradox
- ◆ Deregulation

Week 10 (3/17). Leadership

No Class Wednesday or Friday (3/19-3/21), do Written Exercise in Lieu of Class

Reading: Stillman, ch. 14.

- ◆ Trait Theories
- ◆ Transactional Approaches
- ◆ Machiavelli and Management
- ◆ Micromanagement
- ◆ Issue Networks

3/24-3/28, Spring Break

Week 11 (3/31-4/4). Personnel Management

Monday: Written Exercise Due

Wednesday: Midterm Exam #2

Reading: Stillman, ch. 7.

- ◆ Spoils System and Patronage
- ◆ Civil Service Reform
- ◆ Merit System and Promotion
- ◆ Recruitment and Firing
- ◆ Labor Relations
- ◆ Public-sector Unions
- ◆ Job Classifications
- ◆ Incentive Structures

Week 12 (4/7-4/11). Social Equity

Reading: Stillman, ch. 4

- ◆ Power
- ◆ Equal Opportunity
- ◆ Affirmative Action
- ◆ Sexual Harassment
- ◆ Pregnancy, Sex, Race, Age, Disability and Sexual Orientation Discrimination

Week 13 (4/13-4/18). Budgeting

Reading: Stillman, ch. 12.

- ◆ Macro and Micro Perspectives
- ◆ Budget Incrementalism
- ◆ The Budget Process
- ◆ Taxes
- ◆ Line-Item Budgeting
- ◆ Public Debt
- ◆ Fiscal, Monetary, and Supply-Side Policy

Week 14 (4/21-4/25). Implementation

Reading: Stillman, ch. 13.

- ◆ Theories/Models of Implementation
- ◆ Evaluating Successful Implementation
- ◆ Ambiguity-Conflict Model
- ◆ Business Models in Public Administration
- ◆ e-Public Administration
- ◆ Symbolic Implementation

Week 15 (4/28-5/2). Decision Making and Evaluation

Assignment: Internship Project Papers and Term Papers Due Friday

Reading: Stillman, ch. 8

- ◆ Root vs. Branch Methods of Decision Making
- ◆ Auditing
- ◆ Program Evaluation
- ◆ Types of Evaluation
- ◆ Evaluation Standards
- ◆ Utilitarianism
- ◆ Whistleblowing

Week 16 (5/5-5/7). Ethics

Wednesday (5/7) is the Last Day of Instruction

Reading: Stillman, ch. 16.

- ◆ Honor
- ◆ Corruption
- ◆ Governmental Lies
- ◆ Codes of Honor and Ethics
- ◆ Legislative Oversight
- ◆ Role of Citizens
- ◆ Means versus Ends

Final Examination Wednesday, May 14th, 9:40 – 10:30am in our regular classroom.