

Trachtenberg School of Public Policy & Public Administration

THE GEORGE WASHINGTON UNIVERSITY

THE TRACHTENBERG SCHOOL OF
PUBLIC POLICY & PUBLIC ADMINISTRATION

Public Policy and Public Administration 8100
Literature of Public Administration
Fall 2015
Professor Lori A. Brainard, Ph.D.

Class Meeting: Bell 105

Office: 601J, Media and Public Affairs Building

Office Hours: Monday, 4:00 to 6:00 PM by appointment
Tuesday, 4:00 to 6:00 PM by appointment

Please use the following URL to book appointments:
<https://brainard.youcanbook.me/>

Contact: brainard@gwu.edu
<https://www.facebook.com/lori.brainard.31>
[@LoriBrainard](https://twitter.com/LoriBrainard)

Course Description:

This is a core course in the Trachtenberg School's Ph.D. Program in Public Policy and Administration. It investigates the historical and contemporary literature on the institutional and intellectual development of public administration. As a Ph.D.-level seminar, this course expects full, active and relevant participation from every student throughout the semester.

Student Learning Objectives:

At the end of the semester, students should be able to:

- *Identify, understand, and synthesize* the historical ideas, schools of thought and literature in American public administration, and its relationship with public policy, with a focus on the classic works in the field.
- *Compare and Contrast* the various schools of thought within public administration and *identify* their pros and cons, from both a scholarly and practical perspective.
- *Illuminate* many of the most significant current issues and debates in public

Please come prepared to write for the last 15 minutes of each class.

administration theory and practice, using the classic writings and authors in the field.

- *Appreciate* the major intellectual traditions in public administration and *posses a broad understanding* of the theoretical approaches that have defined the field.
- *Analyze* the scholarly and practical contribution of the important authors and schools of thought in the field.
- *Convey* scholarly and intellectual content in various formats including lecture, discussion, outlines, summaries of differing lengths, and formal papers.

As a practical matter, the material listed on the syllabus and discussed in the course will form the foundation for the literature relating to the theoretical and historical foundations of public administration that students are expected to have mastered for their comprehensive examinations. Students preparing for comprehensive exams should note that there will not be separate questions dealing with PPPA 8100, PSci 8103, and PSci 8229. Rather, students should be prepared to integrate material from these courses in answering any question. Also, exams *are not limited* to readings on the syllabi. Students are expected to be current in their field/s of examination.

Students will leave this course with a compilation of the PA literature in different formats: a long integrative analytical essay; short summaries; individual paragraphs; tweets and an organic, emergent graphical depiction of the literature.

The instructor supports and uses GW's Code of Academic Integrity. All deliverables in this class must be your own work and conform to GW's Code of Academic Integrity (see <http://www.gwu.edu/~ntegrity/code.html>). Material quoted from other sources must be designated as a quotation and appropriately referenced or will be considered to be plagiarized. Sources for facts used in the paper must be provided.

Required Books

Jay M. Shafritz, Albert C. Hyde, and Sandra J. Parkes, eds., *Classics of Public Administration*, 7th ed. (Fort Worth: Harcourt Brace, 2011).

Janet Denhardt and Robert Denhardt, *The New Public Service*, 3d edition (M.E. Sharpe, 2011)

Other required and supplemental readings available on Blackboard.

Strongly Recommended Book

Paul Silvia, *How To Write A Lot: A Practical Guide to Productive Academic Writing*, (American Psychological Association, 2007).

Course Requirements—all assignment are to be emailed to professor as Word documents.

Several components will determine student grades for the course.

1. *Book Summaries and Discussion Questions*: Each student will provide summaries of 2 books (or sets of articles) that we will read over the semester. These will be assigned by the instructor, based (to the extent possible) on student preferences, and will draw from the non-required readings. These are due no later than 5pm on the Friday before the Monday on which you will present to the class. This is so that everyone might read and consider the summary before class. Please email a PDF to entire class. Please email a Word document to the professor. These summaries must be in three formats:

A. A 5-7 page (double spaced, 12 pt font, 1" margins) summary.

B. A 1 paragraph summary (if it wouldn't fit on a traditional 3" x 5" index card, it's too long.)

C. A Tweet (140 characters)—in essence, a slogan that describes the main substantive message or contribution of the book or set of articles.

NB: These are more than simple book reviews. In addition to reviewing, the student must relate the reading/s to other authors/readings and/or identify what is new, novel, and/or the author's contribution.

Student must come to class with discussion questions.

2. *Each student will be assigned a topic for an analytical essay* (approximately 15-20 pages) that will be due on the last day of class. Please turn in a hard copy. I am available throughout the semester to discuss your paper ideas as they develop.

Please turn in your analytical essay with references in two different formats. If you are not already doing so, students must begin using a bibliographic/content management tool, such as Refworks, Endnote, Zotero, etc. Training for Refworks is available through Gelman Library. Using a reference manager not only allows you to "grab" literature and store, organize and tag it; it also enables you to display references in papers and switch formats with just a few clicks. It is the latter I would like you to do for this paper: submit paper with references in two different formats,

one of which must be APA format. This paper is due before the start of the last class session. Please deliver a **hard copy** to the professor.

3. *Each student will be assigned to provide peer feedback on analytical essays outlines.* Analytical Essays Outlines will be due November 9 before the start of class. Peer reviews are due the following week, November 16, before the start of class.

These components will be weighted as follows:

Summaries, with Tweets, & Discussion Questions 25% (12.5% each summary)
Analytical Essay, with references—45%
Peer Review of Analytical Essay Outline—15%
Seminar Participation—15%

The course will be conducted in accordance with school policies, which cover issues such as late assignments, incompletes, necessary academic accommodations, and attendance. See attached policies. **Please note:** If you turn in an assignment late, without prior written permission from the instructor, you will receive a grade of F for the assignment. This syllabus is intended as a guide to the course for the student. Sound educational practice requires flexibility and the instructor may, with appropriate notice, change content and requirements at any time during the course.

Grading:

Letter Grades mean the following. Please see the grading matrix, attached to this syllabus, for a further understanding of how the analytical essay will be graded.

A (entered as numerical score 95-100)

Excellent: Exceptional work for a Ph.D. student. Work at this level not only is unusually thorough, well reasoned, creative, sophisticated and well written (with no errors), but also makes a contribution to the literature. Work is of exceptional, *scholarly* quality.

A- (entered as numerical score 90) Very good: Very strong work for a Ph.D. student. Shows signs of creativity and a strong understanding of the material, analytical approaches, etc. It is thorough and well reasoned and meets professional standards.

B+ (entered as numerical score 87) Good: Sound work for a Ph.D. student; well reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives for the assignment for this Ph.D. course.

B (entered as numerical score 85) Adequate: Competent work with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important concepts or works of literature is less than complete.

B- (entered as numerical score 80) Borderline: Weak work for a Ph.D. student but meets minimal expectations in this course. Understanding is incomplete.

C+, C, C- (entered as numerical scores 70-79) Deficient: Inadequate work; Does not meet minimal expectations. Work is poorly developed and flawed by errors and mis-understandings of important issues.

F (entered as numerical score 0) Unacceptable: Work fails to meet minimal expectations for credit. Weaknesses and limitations are pervasive.

Please see the attached grading matrix that will be used by the instructor to grade the analytical essay.

Course Outline and Reading List

The following outline lists the topics and reading assignments by course session. Reading assignments include both the texts and articles/book chapters that will be available on Blackboard or at the library. Those readings labeled with an asterisk (*) are required of all students.

August 31—Course Overview—Procedural and Substantive

Assignment of Book Summaries

Professor introduction; Student Introductions
Reading in and Writing For Public Administration
Public Administration timeline and themes

*P. Bayard, *How to Talk About Books You Haven't Read*, Pref, Ch. 1 (2007)

*A. Jacobs, *The Pleasures of Reading in an Age of Distraction*, Responsiveness; Slowly, Slowly; In Solitude for Company (2011)

*R. Stillman, *A Preface to Public Administration*, Chapter 1 (1990)

Strongly Recommended: Silvia, Paul. *How to Write a Lot*

Comment [LB1]: In comment boxes throughout the syllabus, you will find suggestions for books, novels, movies, podcasts and other applications that the instructor believes bring the week's required reading to life in a contemporary or creative way. These are suggestions only. I welcome additions and suggestions throughout the semester as you discover other ways of bringing the readings to life.

Comment [LB2]: Italo Colvino, "If On a Winter's Night." (fiction)

September 7—Labor Day; No Class

September 14—The Development of the Administrative State I

**Assignment of Analytical Essays
Assignment of Peer Reviewers**

F. Goodnow, *Politics and Administration* (1900)

P. Van Riper, *History of the United States Civil Service*, Chapters 1-9 (1958)

R. Stillman, *A Preface to Public Administration* (1990)

Publius, *Federalist Papers*, Nos. 70, 72, 76 (1786)

*Rabin and Bowman, eds., *Politics and Administration*, Chs 1-3, 11-13 (1984)

**Classics:*

#1: W. Wilson, "The Study of Administration" (1887)

#2: F. Goodnow, "Politics and Administration" (1900)

#7: L. White, "Introduction to the Study of Public Administration" (1926)

September 21—Reconsidering the Administrative State

C. Stivers, *Bureau Men and Settlement Women* (2002)

G. Wamsley and J. Wolf, *Refounding Public Administration* (1990)

O. McSwite, *Legitimacy in Public Administration: A Discourse Analysis* (1997)

*C. Stivers, "Settlement Women and Bureau Men," *Public Administration Review*: 55: 522-529 (1995)

**Classics*

#3: J. Addams, "Problems of Municipal Administration" (1904)

#31: H. Frederickson, "Toward a New Public Administration" (1971)

#35: S. Krislov, "Representative Bureaucracy" (1974)

#39: G. Allison, "Public and Private Management" (1980)

#50: C. Stivers, "Toward A Feminist Perspective in Public Administration" (1990)

September 28 – Toward a Science of Public Administration

Comment [LB3]:

Louis Menand, *Metaphysical Club*

HBO series on John Adams

T. J. Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920*

Candice Millard, *Destiny of the Republic: A Tale of Madness, Medicine and the Murder of a President.*

Comment [LB4]:

Jane Addams, *Twenty Years at Hull House*;

Movie: *Vicky Cristina Barcelona* (2008)

Movie: *Crash*

Jan Pinborough, *Miss Moore Thought Otherwise: How Anne Carroll Moore Created Libraries for Children* (children's picture book).

Comment [LB5]:

Gilbreth and Gilbreth, *Cheaper by the Dozen* (the book, not the movie)

Rybczynski, *Home: A Short History of an Idea*; chapter 7

Gretchen Rubin, *The Happiness Project*

L. Gulick and L. Urwick, eds., *Papers on the Science of Administration* (1937)

U.S. President's Committee on Administrative Management (1937)
("Brownlow Committee Report)

F. Taylor, *The Principles of Scientific Management* (1947)

P. Arnold, *Making the Managerial Presidency* (1998)

"Report of The Commission on Organization of the Executive Branch of ..."

**Classics:*

#4: F. Taylor, "Scientific Management" (1947)

#6: M. Weber, "Bureaucracy" (1946)

#9: L. Gulick, "Note on the Theory of Organization" (1937)

#10: *Report of the President's Committee on Administrative Management* (1937)

*J. Lepore, "Not So Fast: Scientific Management Started as a Way to Work. How did it Become away of life?" in *The New Yorker*, October 12, 2009.

October 5—Early Challenges to Orthodox PA

E. Mayo, *Human Problems of Industrial Civilization* (1933)

C. Barnard, *The Functions of the Executive* (1938)

F. Roethlisberger, *Management and Morale* (1944)

**Classics:*

#8: M. Follett, "The Giving of Orders" (1926)

#11: C. Barnard, "Informal Organizations and their Relation to Formal Organizations" (1938)

#12: R. Merton, "Bureaucratic Structure and Personality" (1940)

#14: A. Maslow, "A Theory of Human Motivation" (1943)

#19: D. McGregor, "The Human Side of Enterprise" (1957)

October 12—The Orthodoxy in Retreat and the Rediscovery of Politics

Comment [LB6]: Joseph Heller, *Catch 22*

H. Simon, *Administrative Behavior* (any edition) (1945)

D. Waldo, *The Administrative State*, (1948)

T. Lowi, *The End of Liberalism* (any edition) (1969/1979/etc.)

*R. Dahl, "The Science of Public Administration: Three Problems," *Public Administration Review*: 7 (1947):1-11

*J. Wilson, "The Bureaucracy Problem," *The Public Interest*: 6 (1967): 3-9.

**Classics:*

#15: P. Appleby, "Government is Different" (1945)

#16: H. Simon, "The Proverbs of Administration" (1946)

#17: D. Waldo, "The Administrative State: Conclusion" (1948)

#20: C. Lindblom, "The Science of 'Muddling Through'" (1959)

#29: T. Lowi, "The End of Liberalism: The Indictment" (1969)

October 19—Constitutionalism and Legal Approaches to Public Administration

F. Mosher, *Democracy and the Public Service* (either edition) (1968)

E. Redford, *Democracy in the Administrative State* (1969)

J. Rohr, *To Run a Constitution* (1986)

D. Rosenbloom, *Building a Legislative-Centered Public Administration: Congress and the Administrative State, 1946-1999*. (2000)

* D.Wright, "Federalism, Intergovernmental Relations, and Intergovernmental Management" (1990)

*R. O'Leary and C. Wise, "Public Managers, Judges, and Legislators" *Public Administration Review*: 51: 316-327 (1991)

*R. Moe and R. Gilmour, "Rediscovering Principles of Public Administration: The Neglected Foundation of Public Law," *Public Administration Review*: 55: 135-146 (1995)

**Classics:*

#34: F. Mosher, et al., "Watergate: Implications for Responsible Government" (1974)

#42: F. Mosher, "Democracy and the Public Service: The Collective Services" (1968)

#43: D. Rosenbloom, "Public Administrative Theory and the Separation of Powers" (1983)

#45: D. Thompson, "The Possibility of Administrative Ethics" (1985)

Comment [LB7]:

Movie: *All the President's Men*

Play/Movie: *Frost/Nixon*

October 26—Public Policy and Public Administration

Comment [LB8]:
Movie: *Traffic*

A. Meltsner, *Policy Analysts in the Bureaucracy*. (Berkeley: University of California Press. 1976).

A. Wildavsky, *Speaking Truth to Power: The Art and Craft of Policy Analysis* (New York: Transaction Publishers 1987).

A. Rivlin, *Systematic Thinking for Social Action* (1971)

B. Radin, *Beyond Machiavelli: Policy Analysis Comes of Age* (2000)

*P. Schulman, "Conquering Space and Poverty," from F. Rourke, *Bureaucratic Power in National Policy Making*, 4th edition (1986)

*G. Hardin, "Tragedy of the Commons," *Science* 162: 1243-1248 (Dec 1968)

*Classics:

#25: Y. Dror, *Policy Analysts: A New Professional Role in Government Service* (1967)

#27: A. Wildavsky, "Rescuing Policy Analysis from PPBS" (1969)

#32: A. Rivlin, "Systematic Thinking for Social Action" (1971)

#44: J. Kingdon, "How Does and Idea's Time Come?" (1984)

#57: D. Stone, "Policy Paradox" (1997)

November 2—Political Economy and Public Choice

Comment [LB9]: Movie: *Dr. Strangelove*

Downs, *An Economic Theory of Democracy* (1957)

A. Downs, *Inside Bureaucracy* (1967)

J. Buchanan and G. Tullock, *The Calculus of Consent* (1965)

W. Niskanen, *Bureaucracy and Representative Government* (1971)

*T. Moe, "The New Economics of Organization," *American Journal of Political Science*: 28: 739-77 (1984)

*C. Tiebout, "A Pure Theory of Local Expenditure", *Journal of Political Economy* 64: 416-424(1956).

*Classics:

#26: A. Downs, "The Life Cycle of Bureaus" (1967)

#37: C. Levine, "Organizational Decline and Cutback Management" (1978)

November 9—Implementation, Networks, Network

Outline for Analytical Essay Due.

M. Lipsky, *Street-Level Bureaucracy* (1980)

S. Maynard-Moody and M. Craig, *Cops, Teachers Counselors: Stories from the Front Lines of Public Service*. (2003)

J. Pressman and A. Wildavsky, *Implementation* (1984)

Contemporary Readings Networks, Network Theory and Implementation:

P. DeLeon and L. DeLeon, "What Ever Happened to Policy Implementation?" *JPART*, 12, 4: 467-492 (2002).

L. DeLeon "Embracing Anarchy: Network Organizations and Interorganizational Networks" *Administrative Theory and Praxis*, 16 (2): 234-253 (1994)

L. O'Toole, "Treating Networks Seriously," *Public Administration Review*, 57, 1: 45-52 (1997).

P. Bogason and T. Tooner. "Introduction: Networks in Public Administration" *Public Administration*, 76: 205-227 (1998)

B. Milward and K. Provan, "Governing the Hollow State," *JPART* 10, 2: 359-379 (2000).

R. Agranoff and M. McGuire, "Big Questions in Public Network Management Research," *JPART*, 11, 3: 295-326 (2001).

K Provan and B. Milward, "Do Networks Really Work?" *Public Administration Review* 61, 4: 414-423 (2001).

J. Raab, "Where Do Policy Networks Come From?" *JPART*, 12, 4: 581-622 (2002).

M. McGuire. "Collaborative Public Management: Assessing What We Know and How We Know it." *Public Administration Review*, 66 (6 supplement): 33-43 (2006)

*E. Sorensen and J. Torfing, *Theoreis of Democratic Network Governance*, Introduction, Chapters 1, 8, 13,

**Classics:*

- #21: D. Katz and R. Kahn, "Organizations and the System Concept (1966)
- #24: W. Bennis, "Organizations of the Future" (1967)
- #30: M. Landau, "Redundancy, Rationality, and the Problem of Duplication and Overlap"
- #33: J. Pressman and A. Wildavsky, "Implementation" (1984)
- #40: M. Lipsky, "Street-Level Bureaucracy" (1980)
- #41 N. Caiden, "Public Budgeting Amidst Uncertainty and Instability" (1981)
- #59 R. Agranoff, "Inside Collaborative Networks"

November 16—The New Public Management

Peer Feedback on Analytical Essay Outline Due

D. Osborne and T. Gaebler, *Reinventing Government* (1992)

M. Barzelay, *Breaking Through Bureaucracy* (1992)

D. Kettl, *The Global Public Management Revolution* (2000)

*C. Fox, "Reinventing Government as Postmodern Symbolic Politics," *Public Administration Review*: 56 (May/June 1996): 256-262

*D. Rosenbloom, "Have an Administrative Rx? Don't Forget the Politics!" *Public Administration Review* 53: 503-507 (1993)

**Classics:*

- #46: R. Moe, "Exploring the Limits of Privatization" (1987)
- #48 J. S. Ott, "Understanding Organizational Culture" (1989)
- #49: R. Thomas, "From Affirmative Action to Affirming Diversity (1990)
- #52: M. Barzeley, "Breaking Through Bureaucracy" (1992)
- #53: National Performance Review, "From Red Tape to Results" (1993)

November 23—The New Public Service and a Governance Perspective

M. Follett, *The New State* (1999/1919)

K. Meier and L. O'Toole, Jr., *Bureaucracy in a Democratic State* (2006)

Contemporary Readings on New Public Service

J. Perry, "Democracy and the New Public Service," *American Review of Public Administration*: 37 (1): 3-16

K. Campbell, "Theorizing the Authentic: Identity, Engagement, and Public Space," *Administration & Society*: 36 (6): 688-705

Mohamad G. Alkadry, "Deliberative Discourse Between Citizens and Administrators: If Citizens Talk, Will Administrators Listen?" in *Administration & Society* volume 35, number 2, May 2003, pp. 184-209.

John Nalbandian, "Professionals and the Conflicting Forces of Administrative Modernization and Civic Engagement." *American Review of Public Administration* Vol. 35, pp. 311-326.

Juliet Musso, Michael Sithole, Mark Elliot and Christopher Weare, "Implementing Participatory Budgeting: The Case of Neighborhood Councils in Los Angeles." Paper prepared for presentation at the annual Public Management Research Conference, Los Angeles, California, 2005.

* Denhardt and Denhardt, *New Public Service: Serving Not Steering* (2003).

November 30—Writing. A Lot

* Intensive Writing Session

December 7—Concluding Thoughts

* Navigating your Ph.D. program

**Analytical Essays Due
Hard Copy please!**

Books for Summaries

September 14

- F. Goodnow, *Politics and Administration* (1900)
- P. Van Riper, *History of the United States Civil Service*, Chapters 1-9 (1958)
- R. Stillman, *A Preface to Public Administration* (1990)
- Publius, *Federalist Papers*, Nos. 70, 72, 76 (1786)

September 21

- C. Stivers, "Bureau Men and Settlement Women (2002)
- G. Wamsley & J. Wolf, *Refounding Public Administration* (1980)
- O.C. McSwite, *Legitimacy in Public Administration* (1997)

September 28

- L. Gulick and L. Urwick, eds., *Papers on the Science of Administration* (1937)
- U.S. President's Committee on Administrative Management (1937)
("Brownlow Committee Report")
- F. Taylor, *The Principles of Scientific Management* (1947)
- P. Arnold, *Making the Managerial Presidency* (1998)
- "Report of The Commission on Organization of the Executive Branch of Government"

October 5

- E. Mayo, *Human Problems of Industrial Civilization* (1933)
- C. Barnard, *The Functions of the Executive* (1938)
- F. Roethlisberger, *Management and Morale* (1944)

October 12

- H. Simon, *Administrative Behavior* (any edition) (1945)
- D. Waldo, *The Administrative State*, 2nd ed. (1948)
- T. Lowi, *The End of Liberalism* (any edition) (1969/1979/etc.)

October 19

- F. Mosher, *Democracy and the Public Service* (either edition) (1968)
- E. Redford, *Democracy in the Administrative State* (1969)
- J. Rohr, *To Run a Constitution* (1986)
- D. Rosenbloom, *Building a Legislative-Centered Public Administration: Congress and the Administrative State, 1946-1999*. (2000)

October 26

A. Meltsner, *Policy Analysts in the Bureaucracy*. (Berkeley: University of California Press. 1976).

A. Wildavsky, *Speaking Truth to Power: The Art and Craft of Policy Analysis* (New York: Transaction Publishers 1987).

A. Rivlin, *Systematic Thinking for Social Action* (1971)

B. Radin, *Beyond Machiavelli: Policy Analysis Comes of Age* (2000)

November 2

A. Downs, *An Economic Theory of Democracy* (1957)

J. Buchanan and G. Tullock, *The Calculus of Consent* (1965)

A. Downs, *Inside Bureaucracy* (1967)

W. Niskanen, *Bureaucracy and Representative Government* (1971)

November 9

M. Lipsky, *Street-Level Bureaucracy* (1980)

J. Pressman and A. Wildavsky, *Implementation* (1984)

Contemporary Readings on Implementation and Network Government (1990s-2000s)

S. Maynard-Moody & M. Craig, *Cops, Teachers & Counselors*, (2003)

November 16

D. Osborne and T. Gaebler, *Reinventing Government* (1992)

M. Barzelay, *Breaking Through Bureaucracy* (1992)

D. Kettl, *The Global Public Management Revolution* (2000)

November 23

M. Follet, *The New State* (1999/1919)

K. Meier and L. O'Toole, Jr., *Bureaucracy in a Democratic State* (2006)

Contemporary Readings on New Public Service

Analytical Essay Questions

1. The “accountability problem” is an enduring concern in public administration. Reflect on the main methods that are used to hold public administrators accountable, and evaluate the appropriateness, success and consequences of these methods
2. Patronage and the spoils system have been argued as making the government more responsive to the public, and helping to prevent the creation of an unelected and unaccountable administrative class. Using the example of the U.S. or any other country, please discuss the extent to which you believe it is proper and desirable to extend political appointments into the bureaucracy.
3. The justification for bureaucratic power often rests on the particular expertise possessed by the bureaucracy. To what extent does this expertise confer legitimacy? What are the problems with this justification for bureaucratic power?
4. Of the functions of executives suggested by the acronym, POSDCORB, which three do you think are the most important for contemporary public administrator? Why? If you had to list one additional function that is not listed in this acronym, what would that be?
5. Some authors have argued that the most important factor relating to the legitimacy of public administrators has to do with how they relate to citizens. Discuss ways in which interactions with citizens can serve to make the role of public administrators either more or less legitimate.
6. Much of the early writing on public administration concerned theories of organization. Review what you consider to be the three most significant issues related to public sector organization raised in the early literature in light of later writing and public administrative practice.
7. The President’s Committee on Administrative Management ushered in the modern U.S. government by reorganizing the cabinet departments under the President. What do you consider to be the three most important issues to consider when attempting to reorganize executive branch agencies? On what basis would reorganization be viewed as successful or unsuccessful?
8. Paul Appleby said, in 1945: “In my judgment no one can serve the public as it should be served by a governmental official unless he has a public interest attitude with certain special characteristics.” Ignoring what Appleby may or may not have meant at the time, how would you define a “public interest attitude” and what

do you think are the necessary “special characteristics” needed for government employees?

9. Herbert Kaufman once asked if government organizations were “immortal”. To what extent does the behavior of public administrators tend to perpetuate government and contribute to its growth? If this is not a concern, why do you think it is not? For those who believe that this is a problem, are there appropriate solutions in your view?

10. A consistent theme of public administration reform has been the desire to run government like a business. What parts of the business model are most appropriate as prescriptions for public sector management? What are the key concerns about managing government like a business?

11. One contemporary reform that has gotten a great deal of attention involves efforts to turn the management of public programs or activities over to the private sector through contractual arrangements. What issues should be considered in deciding whether to contract out these services instead of providing them in-house?

12. Yehezkel Dror equated the advent of the government reform movements of the 1960s (and ultimately policy analysis) with an “economic approach to public decision making.” What have been the effects, positive and negative, or economic concepts as they have been brought into discussions of government policy and public administration?

13. From the earliest writings on public administration, there have been debates about the extent to which rationality could be brought into government decision making. Please discuss the main arguments and briefly discuss the limits, if any, on rationality in government. Is there any way that government could be appropriately made more rational, in your view?

14. Dwight Waldo once said that he thought public administration should “act like a profession without being one.” To what extent do you think public administration is a profession? Are there particular activities that seem to be most characteristic of the “profession” of public administration? If public administration is not a profession, then what is it?

15. Woodrow Wilson said there “should be a science of administration that shall seek to straighten the paths of government, to make its business less unbusinesslike, to strengthen and purify its organization, and to crown its dutifulness.” Please evaluate each of these arguments for a science of administration in light of both subsequent writings and practice.

16. Leonard White, in his 1926 textbook, made four assumptions about the study of public administration. Please evaluate each of these assumptions in light of the historical literature and current practice of public administration.
17. Virtually all of the early theorists and writers on public administration were white men. Would the field have developed differently if more women and minorities had been among the early PA theorists? If so, how?
18. One of the central ideas of the “New Public Service” is to bring a concern for citizen engagement into public administration. Is this a new idea? If so, what do you see as some of the primary problems and advantages associated with this role of the public administrator. If you do not believe this is a new idea, where in the literature can we find any antecedents?
19. Discuss the different understandings of public administration generally and the role of the public administrator specifically. Which do you believe is/would be most appropriate/more effective during a time of crisis?
20. President Obama seeks to initiate a national conversation on race. What would/does such a conversation “look like.” What might be the various roles of the public administrator in such a national conversation? What are the advantages and disadvantages associated with each of those roles? What are the opportunities and constraints associated with each of those roles?
21. In recent years, public administration scholars have devoted much attention to networks. What are networks in public administration? Are these a new type of entity? What are/have been some of the changes (societal, institutional, etc.) that have fostered the development and growth of policy and implementation networks? Evaluate the implications of networks for governance.
22. The Obama administration (as with others before it) has wished to develop its own initiatives and have them approved (as necessary) and implemented. What are the advantages that an administration has in achieving its policy ends? What obstacles does an administration face? Your answer should focus on the institutional, political, and administrative advantages and obstacles that will be faced by the new administration. And it should discuss the role of the career bureaucracy and political appointees in assisting the new President in achieving his objectives
23. Lawmakers, journalists, and political pundits have argued that bureaucrats wield too much authority in policymaking and administration. Construct an essay in which you critically evaluate this argument, being sure to address the following questions from the perspective of the public administration literature: What are the origins of bureaucratic discretion? Do bureaucrats enjoy

substantial autonomy in policymaking and administration? Why or why not? Who are the outside actors that typically do and do not participate in bureaucratic policymaking and administration?

24. In Spring/Summer 2013, Edward Snowden, a private sector contractor, revealed documents containing policy and administrative secrets related to security. Many have speculated about his motivations. Some speculate that he revealed the documents in a search for publicity, as part of the millennial generation's so-called "need for self-importance." Snowden says he revealed the documents in order to protect our democracy. Yet, Snowden worked for a private sector contractor and another private sector contractor performed his security clearance. Please discuss the ways in which contracting out may or may not have contributed to this issue. Are there any ways in which we might improve contracting and oversight, while still preserving the benefits of it? Or is contracting worthwhile despite the security breach?

25. What theories exist in the literature that purport to explain the behavior of bureaucrats? What are the motivations that account for their behavior? Discuss the implications of each theory for the relationship between the executive and legislative branches. Compare and contrast the theories in terms of their strengths and weaknesses. Which do you think is most convincing? Why?

26. Some argue that the role of bureaucrats in our democracy should be limited to administration and implementation. Discuss that argument and the reasons for it. Do you agree? Why or why not? What additional roles for bureaucrats exist in the literature. Please evaluate the strengths and weaknesses of those roles (and their underlying theories). Include in your essay a discussion of the underlying conditions that may or may not justify a larger role for bureaucrats.

Policies in Public Administration and Public Policy Courses

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit http://www.gwu.edu/~ccas/faculty/files/Incomplete_poli0.pdf for the complete CCAS policy on incompletes.
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.
4. Academic Honesty: All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. see <http://www.gwu.edu/~ntegrity/code.html>
Note especially the definition of plagiarism: "intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information."
5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, revise content and requirements during the semester.
7. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Marvin Center 436, 202-994-8250. Accommodations will be made based upon the recommendations of the DSS Office.
8. University Counseling Center : The University Counseling Center (UCC), 202-994-5300, offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals
<http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>

PPPA 8100 American Political and Social Institutions
 Feedback on Analytical Essay
 Fall 2015

Student: _____

Paper Grade: _____

Course Grade: _____

	Excellent: Thorough, well reasoned, creative, sophisticated, well written (with no errors), exceptional scholarly or practical quality. A	Very good: Signs of creativity and a strong understanding of material, analytical approaches, etc. Thorough and well reasoned and meets professional standards. A-	Good: Sound work; well reasoned and thorough, without <i>serious</i> shortcomings. Report fully accomplishes basic objectives for the assignment for this course. B+	Adequate: Competent work with some weaknesses. Demonstrates competency but understanding or application of some important concepts (or the like) is less than complete. B	Borderline: Weak but meets minimal expectations. Understanding, analysis or application is incomplete. B-	Deficient: Inadequate work; Does not meet minimal expectations. Work is poorly developed and flawed by errors and misunderstandings of important issues. C	Unacceptable: Work fails to meet minimal expectations for credit. Weaknesses and limitations are pervasive. F
Organization of paper							
Clarity of writing							
Responsiveness to question							
Introduction							
Conclusion							

Use of literature							
Logic/flow of argument							
Depth of analysis							
Usefulness of examples							
Bibliography/citations							

Additional Comments: