

University of Massachusetts Dartmouth
DEPARTMENT OF Policy Studies
PST 580: Public Management
Fall 2007

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Required Texts

1. Starling, Grover. 2007. Managing the Public Sector. (8th Edition.) Thomson/Wadsworth, Boston, MA.
2. Rainey, Hal. 2003. Understanding and Managing Public Organizations. (3rd Edition.) Jossey-Bass, San Francisco, CA

Course Description

This course is designed to introduce the discipline and profession of public administration and management, and to provide students with an understanding of the constitutional, legal, institutional, organizational, cultural, and ethical context of public administration. The course introduces students to the central issues and dilemmas facing the contemporary public administrator, while seeking to enhance the students' appreciation of the political dynamics of public administration.

By the end of this course, the student should be able to:

- analyze the political, legal, and organizational influences on the work of the public administrator,
- understand the basic structural foundation of American governance, and
- recognize the current trends and changes in governance, and the effect of these changes on the public administrator.

The student should be able to distinguish public from private management, develop management strategies, understand leadership concepts and actions, and understand the need to manage human and financial resources

COURSE REQUIREMENTS AND GRADING

Students will be given opportunities to learn in the following ways: reading and discussing the assigned texts, analyzing cases, and studying for mid-term and final exams.

The class session will be interactive and delivery will comprise of both lecture and discussion. In general, the instructor will introduce the pertinent subject matter, tie together the various readings on a topic, but the student (you) will be expected to actively participate in discussion. You learn better by participating and articulating your ideas. Also, your active participation makes the class interesting and beneficial to everyone as we all learn from each other. Thus, it is important that you complete the required readings by the date assigned and comprehend the materials in the readings. Timely examples of current issues addressed in the

media as well as those you pick up from readings, discussions, meetings, conversations, etc., etc., are open for discussion in class.

Students' performance will be evaluated on a set of two exams, two case study analyses, and two article reviews. The exams are scheduled at regular intervals in the semester and will be designed to test students' understanding of the materials covered in class. You will be provided with guidelines for preparing the other projects.

Reaction Papers and Questions

The first assignment is to be prepared to discuss the readings for the day. This includes everyone preparing and presenting a critique of one of the assigned readings for that class. Your assignment also includes reading others' critiques the night before, listening to their presentation and providing your own critique. Most of the readings tend to be quite short but nonetheless, compact and intense.

Each critique should consist of two parts. The first part should be a brief factual description of the main points of the reading. The second part should be a critique of the work. Reacting to what other people write helps you think about what they have to say, as well hone your own skills at writing clearly and concisely. These are short, 1-2 page papers and each student is expected to submit a paper each week over the course of the semester. I will develop a schedule that will evenly distribute the papers and have the schedule to you the second week of classes.

The reaction papers should be made available to the class by 6 p.m. Sunday night so that we have enough time to read, think about, and formulate our questions during Monday before class on Tuesday morning. To make the copies available to your colleagues, email a copy of your review in PDF, RTF or MSWord format to everyone in the class (including the prof).

By Sunday 6 p.m., you will be required to submit 3 questions from the readings for the coming week. These can be questions of things that you do not understand from the readings or things from the readings that you found to be very interesting.

Exams: There will be two exams: a mid-term and a final. They are tentatively scheduled for **March 7** and **May 9**, respectively. Both will be in-class, essay type of questions and will cover the key themes and materials from the class. The final exam will not be comprehensive; that is, materials covered up to the mid-term exam will not be covered in the final exam. We will discuss the logistics of the exams in the course of the semester.

Case Analyses: The case analyses should represent your best work and meet the standards for masters level writing and analysis. The writing, editing, style, organization, logic, and analysis should be exemplary. Students are encouraged to adopt a style manual commonly used in the social sciences for their writing exercises; either the APA or Chicago style will be appropriate for reference citation in text and preparing the bibliography.

Article Reviews: Students will also be required to review two articles. Students will select the articles from a prepared list and will be expected to submit, at the appropriate time, a typed, single-spaced summary of the articles. Several students will be called upon during the semester

to present their summaries to the class for discussion.

COURSE EVALUATION

Your final grade will be based upon these indicators of your performance:

| <u>Indicator</u> | <u>Weight</u> |
|------------------|---------------|
| Mid-term exam | 30% |
| Final Exam | 30% |
| Case analyses | 25% |
| Article reviews | 15% |

Final grades will be computed on the following basis: A=90% or more of total points; B=80-89% of total points; C=70-79% of total points; D=60-69% of total points; F=59% and below of total points.

Grade Interpretation:

- A** Exceptionally well-written, organized, thorough in response to the assignment, demonstrating professional understanding of the course materials and assignments, including some original thought, and accurate in the use of terms, ideas, and sources
- B** Good graduate work, demonstrating reading and understanding, accurate in most respects, demonstrating some original thought.
- C** Passing graduate work, demonstrating reading and understanding, accurate in most respects, adequate for continuation in the course and program.
- D** Failing graduate work, careless, incomplete, poorly written, or otherwise inadequate for continuation in the course and program

Policies

Attendance: Class attendance and participation are expected in this class. Illegitimate absences will not be tolerated. The instructor reserves the right to assign a grade of WF for excessive absences and also ask for documentary evidence regarding any legitimate absences (illness, death in the family, etc.) You are responsible for attending class and realize the consequences of failing to do so. Missing lectures can be costly to one's performance on exams. Failure to be in class on an exam day will result in an "F" for that exam.

Conduct: Attentiveness in class pays off on exams. The reading of materials during class (e.g., newspapers) or other distracting behavior (e.g. talking on the phone) during class will not be permitted. Lateness to class disrupts the activities and is never appreciated by either the instructor or your fellow students.

Lateness of Papers: It is important to learn to complete your work assignments on time. No incompletes will be allowed except in very critical circumstances. Make-up examinations will only be given under similar dire circumstances; however, the instructor must be notified prior to the exam. The instructor reserves the right to ask different questions on make-up exams. Papers submitted after due dates will result in a grade drop of 5% for every class day late, including those papers submitted on the due date after class has ended.

Excused/Unexcused Late Work or Absences from Exams: The only valid excuses for missing an exam or failing to turn in a paper on time are illness requiring medical care, required university activities, or a personal emergency of a serious nature. To be excused without penalty, documentation or prior permission is required. Work conflicts, computer problems, forgetting or oversleeping are not valid excuses. Make-up of excused exams will be coordinated with the instructor as soon as possible after the missed exam and before the next scheduled exam.

Incomplete Policy: According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

Academic Dishonesty/Cheating: The University honor code applies to all work in the course. You are responsible for knowing the elements of academic dishonesty, plagiarism, cheating, etc., as set forth in the *UMass Dartmouth Student Handbook*. In addition to plagiarism, UMass Dartmouth allows no form of collaboration in the preparation of papers or in the taking of quizzes or exams. Work on papers, quizzes, and exams must be totally on your own! You should neither request nor give help.

(See Attached UMass Dartmouth Policy)

☛ **ANYONE IN NEED OF ACCOMMODATION FOR A DISABILITY MUST CONTACT ME IMMEDIATELY**

TENTATIVE COURSE OUTLINE: Topics and Assigned Readings

This section identifies for each week the topics that will be covered and the reading assigned. It also includes deadlines for submitting assigned projects and exam dates. The readings are listed by week in the preferred order for you to read them.

Date Topics and Reading Assignments

Sept. 5 Introduction to the Course and Public Management

Review of course objectives and requirements, basic discussion of nature of public administration, definitions of public administration, and suggestive questions to frame the semester.

What is Public Management?

Read: Starling, Chapter 1; Rainey, Chapter 1

Sept. 12 Evolution of The Study and Practice of Public Management/Administration

In-depth survey of the historical evolution of public administration as a discipline of

study. The intellectual history of Public Administration – in-depth survey of the historical evolution of public administration as a discipline of study (contributions and disciplinary foundations). The policy-administration dichotomy debate.

Read: Starling, Chapter 1; Rainey, Chapter 2

Sept. 19 The Political/Legal Environment of Public Management

Examine of the external forces shaping public administration, including socioeconomic, political, and institutional actors. Attention given to what government does and why by attempting to demarcate the public and private sectors. Consideration of basic issues of public v. private

Read: Starling, Chapter 2; Rainey, Chapters 3, 4 & 5

Sept. 26 Managing Intergovernmental Relations

Consideration of the important contributions of the U. S. Constitution to American governance: federalism and the separation of powers. Attention given to intergovernmental relations, fiscal federalism, and relationships across branches of government.

Read: Starling, Chapter 3 & 4

Oct. 3 Planning & Organizing

Read: Starling, Chapters 5 & 7; Rainey, Chapters 6 & 8.

Oct. 10 Decision Making

Define and describe the various models of decision-making: rational, incremental, garbage-can, etc.; Examine the political environment and its impact on governmental decision-making.

Read: Starling, Chapter 6; Rainey, Chapter 7.

Oct. 17 Leading

Define leadership and understand the kinds of power that leadership exerts upon the organization; Learn about the prevailing theories of leadership; Discern the role leaders play in the moral guidance of public organizations

Read: Starling, Chapter 8; Rainey, Chapter 11

Case Study: Carver State University Hospital

Case Study: Alabama's Confederate Flag Controversy

Oct. 24 Midterm Exams

Oct. 31 Policy Implementation

Describe the process and techniques of strategic planning; Identify and describe the tools for program implementation; Explain the nature and significance of requirements for successful implementation. Identify and describe the procedures, designs and techniques of program evaluation

Read: Starling, Chapter 9

Nov. 7 (Interview Assignment) [APPAM Conference]

Nov. 14 Managing Human Resources

Describe the evolution of the American public personnel system and the efforts at civil service reform; Describe the American personnel management process - key policies for recruitment, selection, promotion, compensation, and termination of public employees; Examine current issues in personnel management - equal employment opportunity; affirmative action; 'right-sizing'; productivity; etc.

Read: Starling, Chapter 10; Rainey, Chapters 9 & 10.

Nov 21 Managing Financial Resources

Describe the types of budgets used by governments and the purpose of each; Trace the budget-making process of the federal government through the executive and legislative branches; Identify the fiscal and political factors that constrain budget-making at all levels of government; Describe various attempts at budget reforms.

Read: Starling, Chapter 11

Nov 28 Advancing Effective Management in the Public Sector

Examination of events shaping public administration and some generalizations about the prospects for a new public management culture.

Read: Rainey, Chapter 14

Dec. 5 Ethics and Administrative Responsibility

Understand ethics and accountability in government; discuss the the challenge of administrative responsibility -- ethical and moral dilemmas facing public administrators; discuss strategies for ethical decision-making and ensuring administrative responsibility

Read: Starling, Chapter 4

Case Study: Interview with Al Zuck

Dec. 12 Student Presentations

Dec. 19 FINAL EXAMINATION

Academic Regulations and Procedures

Academic Ethical Standards

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as result of a failure to understand proper academic and scholarly procedure, or as an act of intentional dishonesty.

A student found guilty of academic dishonesty is subject to severe disciplinary action which may include expulsion from the University. Refer to the Student Handbook and Student Judicial Code for due process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic dishonesty is defined as attempting to obtain academic credit for work that is not one's own.

Examples include:

1. copying another student's answers on an examination;
2. obtaining, or attempting to obtain, the answers to an examination in advance;
3. submitting a paper that was written by someone else;
4. submitting a paper that includes phrases, sentences and paragraphs that were copied verbatim, or almost verbatim, from a work written by someone else, without making this clear without indicating that these words were someone else's through the use of quotation marks or other appropriate citation conventions;
5. collaborating on a homework assignment when this has been expressly forbidden by the professor;
6. using unauthorized materials in completing assignments or examinations;
7. submitting the same paper for more than one class without the express permission of the instructors involved. This list of examples should not be considered exhaustive.

This definition of academic dishonesty applies to information submitted in other forms besides paper. Submitting a project of a musical or artistic nature where all or part of the project is someone else's work, without acknowledging this fact, constitutes academic dishonesty. Submitting computer files that do not represent one's own work is also considered to be academic dishonesty; examples of computer-based academic dishonesty would include submitting a computer program or text file created by someone else as one's own, or submitting the output of a computer program written by someone else, and claiming to have written the program that generated the output.

For all forms of academic dishonesty, students who knowingly allow other students to use their work are themselves considered to be academically dishonest. Examples would include students who knowingly allow other students to copy their exam answers, and students who give papers that they have written to other students so that the other students can submit them for credit.

A faculty member is appointed by the Faculty Senate to act as an Academic Ethical Matters Facilitator. This individual will offer advice to both students and faculty about the issues involved in penalizing academic dishonesty, and the process of appealing such penalties.

Penalties assessed by faculty members for academic dishonesty generally consist of a reprimand, a requirement to resubmit the work in a more acceptable form, a lowering of a grade, failure in the course in which the alleged infraction took place, or a combination of these. Instead of (or in addition to) assessing such penalties, a faculty member may refer the matter to the UMass Dartmouth Student Judiciary. Decisions made by the Student Judiciary may be appealed to the University Appellate Board. A form acknowledging that each student has read, understands, and will abide by these standards will be signed by the student and placed into the student's permanent file.

Last Updated On: 10/13/05