

PPPA 8100 Seminar: Literature of Public Administration
Spring 2023
Mondays 6:10-8pm

Instructor:

Dr. Lori A. Brainard (brainard@gwu.edu)

Student hours: Mondays 3:30-5:30 by appointment <https://brainard.youcanbook.me/>

Bulletin Course Description: Contemporary & historical literature on the institutional & intellectual development of public administration.

About This Course: This core course in the Trachtenberg School's Ph.D. Program in Public Policy & Administration surveys the on the intellectual & institutional development of Public Administration (PA). PA has a canon— a collection of writings that outlines the field. We will use much of that, *along with materials that challenge, counter, & contest it*, to explore the various schools of thought & intellectual movements within PA & how they have evolved over time. By the end of this course, you will have a mental map of the literature. This mental map will help you to situate your interests & intellectual orientation within the field & continue to learn & integrate new literature. Students will leave this course with a compilation of the PA literature in various formats: a long integrative analytical essay; written summaries; video summaries; and individual paragraphs.

The course is broadly historical, with earlier writings towards the beginning and later writings towards the end of the semester. Nevertheless, most weeks do include more recent readings, especially those that challenge the canon.

The instructor supports & uses GW's Code of Academic Integrity. All work must be your own & 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 & appropriately referenced or will be considered to be plagiarized. Sources for facts used in the paper must be provided.

Course Process: As a Ph.D. seminar, this course requires full, active & relevant participation from every student throughout the semester. Higher education works best when it is a rigorous & lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education works best when all of us approach the enterprise with empathy & respect for others, regardless of ideology, political views, or identity. There is a lot of reading; plan for about 150 pages of weekly reading. There are also assignments. You will need to budget your time carefully. Students should expect to spend an average of two hours per week in class sessions as well as approximately 10 hours of additional work beyond those sessions.

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

- *Identify, understand, & synthesize* the historical ideas, schools of thought & literature in American public administration, & its relationship with public policy, with a focus on the classic works in the field and those that contest them.
- *Compare, Contrast & critique* the various schools of thought within public administration in a diverse society & *identify* their pros & cons, from both a scholarly & practical perspective.
- *Illuminate* the most important current issues & debates in public administration theory & practice, using the classic writings & authors in the field, and those that contest them.
- *Appreciate* the major intellectual traditions in public administration & *understand* approaches that have defined the field.
- *Analyze* the scholarly & practical contribution of the important authors & schools of thought in the field.
- *Convey* scholarly content in various formats including discussion, outlines, summaries of differing lengths, & analytical papers.

Materials:

<i>Authors</i>	<i>Title</i>	<i>Edition</i>
Shafritz, Hyde, & Parkes, eds.	<i>Classics of Public Administration</i>	8 th
Denhardt & Denhardt	<i>The New Public Service</i>	4th
Eubanks	<i>Automating Inequality</i>	
Various	Other required readings will be available on Bb	

Getting Started on this course:

1. Blackboard (Bb) is the central repository for course materials. You will find there the syllabus, an outline of weekly sessions (with live links to various course materials, including *some* readings & web-based resources), course announcements, & any course videos.
2. When you log into Bb, you should see our course listed. Click on the course & you should land in it.

Class Schedule: *means required of all students

1/16	Martin Luther King Day—no Monday class
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Commented [BLA1]: In this margin, I include novels and movies and popular readings— for fun— that illustrate ideas from each week.

Date	Course Overview—Process, Substance & Avoiding Plagiarism
1/23	*P. Bayard, <i>How to Talk About Books You Haven't Read</i> , Preface, Ch. 1 (2007) *R. Stillman, <i>A Preface to Public Administration</i> , Chapter 1 (1990)

Commented [LAB2]: Movie: *Jaws*
TV Series: *For All Mankind*

Date	Development of the Administrative State
1/30	*Rabin & Bowman, eds., <i>Politics & Administration</i> , Chs 1-3, 11-13 (1984) *Dick Lehr. 2015. "The Racist Legacy of Woodrow Wilson." <i>The Atlantic</i> . 1-9 *Classics: W. Wilson, "The Study of Administration" (1887) F. Goodnow, "Politics & Administration" (1900) L. White, "Introduction to the Study of Public Administration" (1926)

Commented [LAB3]: C. Whitehead, *The Intuitionist*

Date	Reconsidering the Administrative State
2/6	C. Stivers, <i>Bureau Men & Settlement Women</i> (2002)- T. Bakshi G. Wamsley & J. Wolf, <i>Refounding Public Administration</i> (1990)- P. Carvalho Filho O. McSwite, <i>Legitimacy in Public Administration: A Discourse Analysis</i> (1997) <u>Summaries for the above readings are due by noon on Sunday 2/5</u> *C. Stivers, "Settlement Women & Bureau Men," <i>Public Administration Review</i> . 55: 522-529 (1995) *A. Roberts, "American Empire & the Origin of PA." <i>Perspectives on Public Management & Governance</i> , 2020: 185-194. *Classics J. Addams, "Problems of Municipal Administration" (1904) G. Allison, "Public & Private Management" (1980) C. Stivers, "Toward A Feminist Perspective in Public Administration" (1990)

Commented [LAB4]: R. Putnam, *The Upswing: How America Came Together a Century Ago and How It Can Do It Again*

Date	Toward a Science of Public Administration
2/13	<p>F. Taylor, <i>The Principles of Scientific Management</i> (1947)- S. Chakravarti</p> <p>P. Arnold, <i>Making the Managerial Presidency</i> (1998)- T. Chapman</p> <p>C. Rosenthal, <i>Accounting For Slavery: Masters & Management</i> (2019)- M. Dobelle</p> <p style="text-align: center;"><u>Summaries for the above readings are due by noon on Sunday 2/12</u></p> <p>*J. Lepore, “Not So Fast: Scientific Management Started as a Way to Work. How did it Become a way of life?” in <i>The New Yorker</i>, October 12, 2009.</p> <p>*Classics: F. Taylor, “Scientific Management” (1912) M. Weber, “Bureaucracy” (1922) L. Gulick, “Note on the Theory of Organization” (1937)</p>

Commented [LAB5]: Gilbreth & Gilbreth, *Cheaper by the Dozen*

W. Rybczynski: *Home: A Short History of An Idea*

G. Rubin, *The Happiness Project* (also has a podcast: <https://gretchenrubin.com/podcast/>)

2/20 Presidents' Day—No Class

Date	Early Challenges to Orthodox PA: The Human Relations Movement
Tue 2/27	<p>E. Mayo, <i>Human Problems of Industrial Civilization</i> (1933)- F. Dobkin</p> <p>C. Barnard, <i>The Functions of the Executive</i> (1938)- R. Kaplan</p> <p style="text-align: center;"><u>Summaries for the above readings are due by noon on Sunday Feb 2/26</u></p> <p>*C. Barnard, “Informal Organizations & their Relation to Formal Organizations” (1938)</p> <p>*Classics: M. Follett, “The Giving of Orders” (1926) R. Merton, “Bureaucratic Structure & Personality” (1940) A. Maslow, “A Theory of Human Motivation” (1943) D. McGregor, “The Human Side of Enterprise” (1957)</p>

Commented [BLA6]: T. Schwartz, *The Way We're Working Isn't Working*

C. Newport, *Deep Work*

Movie: *Up In the Air*

TV: *NCIS season 13 episode 1*

TV Series: *Severance*

Date	Bringing Politics Back In
3/6	<p>H. Simon, <i>Administrative Behavior</i> (any edition) (1945)- C. Mackensen</p> <p>D. Waldo, <i>The Administrative State</i> (1948)- L. Ngumbah Wolloh</p> <p>T. Lowi, <i>The End of Liberalism</i> (any edition) (1969/1979/etc.)- M. Vantine</p> <p>M. Derthick & P. Quirk, <i>The Politics of Deregulation</i> (1985)- T. Bakshi</p> <p>J. Benington & M. Moore, <i>Public Value: Theory & Practice</i> (2011)- P. Carvalho Filho</p> <p style="text-align: center;"><u>Summaries for the above readings are due by noon on Sunday 3/5</u></p> <p>*R. Dahl, "The Science of Public Administration: Three Problems," <i>Public Administration Review</i>: 7 (1947):1-11</p> <p>*J. Wilson, "The Bureaucracy Problem," <i>The Public Interest</i>: 6 (1967): 3-9.</p> <p>*D. Rosenbloom, "Have an Administrative Rx? Don't Forget the Politics!" <i>Public Administration Review</i> 53: 503-507 (1993)</p> <p>*D. Kettl, "Managing Boundaries in American Administration." <i>Public Administration Review</i> 66(1): 10-19 (2006).</p> <p>*Classics: H. Simon, "The Proverbs of Administration" (1946) C. Lindblom, "The Science of 'Muddling Through'" (1959) T. Lowi, "The End of Liberalism: The Indictment" (1969) B. Benington & M. Moore, <i>Public Value: Theory & Practice</i> (2011)</p>

Commented [BLA7]: Movie: *Wag the Dog*
M. Lewis, *The Fifth Risk*

3/13 **Spring Break—no class**

Date	Constitutionalism & Legal Approaches to Public Administration
3/20	<p style="text-align: center;">*****Outline for Analytica Essay Due*****</p> <p>E. Redford, <i>Democracy in the Administrative State</i> (1969)- S. Chakravarti</p>

Commented [BLA8]: Movie: *All the President's Men*
Movie: *Frost/Nixon*

<p>J. Rohr, <i>To Run a Constitution</i> (1986)- T. Chapman</p> <p>D. Rosenbloom, <i>Building a Legislative-Centered Public Administration: Congress & the Administrative State, 1946-1999</i>. (2000)- M. Dobelle</p> <p>S. Newbold & D. Rosenbloom, <i>The Constitutional School of American Public Administration</i> (2017)- F. Dobkin</p> <p style="text-align: center;"><u>Summaries for the above readings are due by noon on Sunday 3/19</u></p> <p>* D.Wright, "Federalism, Intergovernmental Relations, & Intergovernmental Management" (1990)</p> <p>*R. O'Leary & C. Wise, "Public Managers, Judges, & Legislators" <i>Public Administration Review</i>: 51: 316-327 (1991)</p> <p>*R. Moe & R. Gilmour, "Rediscovering Principles of Public Administration: The Neglected Foundation of Public Law," <i>Public Administration Review</i>: 55: 135-146 (1995)</p> <p>*Classics: F. Mosher, et al., "Watergate: Implications for Responsible Government" (1974) D. Rosenbloom, "Public Administrative Theory & the Separation of Powers" (1983) D. Thompson, "The Possibility of Administrative Ethics" (1985)</p>

Date	The Rise of Public Policy
3/27	<p style="text-align: center;">****Peer Feedback On Analytical Essay Outline Due****</p> <p>A. Wildavsky, <i>Speaking Truth to Power: The Art & Craft of Policy Analysis</i> (New York: Transaction Publishers 1987)- R. Kaplan</p> <p>A. Rivlin, <i>Systematic Thinking for Social Action</i> (1971)- C. Mackensen</p> <p>B. Radin, <i>Beyond Machiavelli: Policy Analysis Comes of Age</i> (2000)</p> <p>E. Berman, <i>Thinking Like an Economist</i>. (2022)- L. Ngumbah Wolloh</p> <p style="text-align: center;"><u>Summaries for the above readings are due by noon on Sunday 3/26</u></p>

Commented [BLA9]: Movie: *Traffic*

Movie: *Moneyball* (also book by M. Lewis)

Movie: *Blood Simple*

<p>*G. Hardin, "Tragedy of the Commons," <i>Science</i> 162: 1243-1248 (Dec 1968)</p> <p>* D. Stone, "Policy Paradox" (1997)</p> <p>*B. Popp Berman, "Thinking Like an Economist." https://www.youtube.com/watch?v=FDiVLEkucmQ (2021)</p> <p>*Classics: Y. Dror, "Policy Analysts: A New Professional Role in Government Service" (1967) A. Wildavsky, "Rescuing Policy Analysis from PPBS" (1969) A. Rivlin, "Systematic Thinking for Social Action" (1971) J. Kingdon, "Agendas, Alternatives, & Public Policies" (1984)</p>

Date	Political Economy & Public Choice
4/3	<p>Downs, <i>An Economic Theory of Democracy</i> (1957)- M. Vantine</p> <p>J. Buchanan & G. Tullock, <i>The Calculus of Consent</i> (1965)</p> <p>W. Niskanen, <i>Bureaucracy & Representative Government</i> (1971)- T. Bakshi</p> <p style="text-align: center;"><u>Summaries for the above readings are due by noon on Sunday 4/2</u></p> <p>*T. Moe, "The New Economics of Organization," <i>American Journal of Political Science</i>: 28: 739-77 (1984)</p> <p>*C. Tiebout, "A Pure Theory of Local Expenditure", <i>Journal of Political Economy</i> 64: 416-424(1956).</p> <p>*Classics: A. Downs, "The Life Cycle of Bureaus" (1967)</p>

Date	Implementation & Street Level Bureaucrats
4/10	<p>M. Lipsky, <i>Street-Level Bureaucracy</i> (1980)- P. Carvalho Filho</p> <p>S. Maynard-Moody & M. Craig, <i>Cops, Teachers Counselors: Stories from the Front Lines of Public Service.</i> (2003)- S. Chakravarti</p>

Commented [BLA10]: Movie: *Dr. Strangelove*
G. Samson, *The Rosie Project*
N. MacLean, *Democracy in Chains*

Commented [BLA11]: TV Series, *Parks and Rec*
Movie: *Zootopia*
Music Video: OK Go, "[This Too Shall Pass](#)" (3:53 min)

<p>J. Pressman & A. Wildavsky, <i>Implementation</i> (1984)-</p> <p style="text-align: center;"><u>Summaries for the above readings are due by noon on Sunday 4/9</u></p> <p>*D. Katz & R. Kahn, “Organizations & the System Concept (1966)</p> <p>*M. Nisar, “Children of a Lessor God: Administrative Burden & Social Equity” (2017)</p> <p>*S. Zavattaro & L. Brainard, Millennial Preferences as Moderators of Digital Public Value Creation,” <i>International Journal of Public Sector Management</i> 32(1) (2019)</p> <p>*H. Paanakker, “Perceptions of the Frontline Craft: Assessing Value Convergence Between Policy Makers, Managers, & Street-Level Professionals in the Prison Sector.” <i>Administration & Society</i> 53(2): 222-247. (2020).</p> <p>*Classics: W. Bennis, “Organizations of the Future” (1967) M. Lipsky, “Street-Level Bureaucracy” (1980)</p>

Date	The New Public Management
4/17	<p>D. Osborne & T. Gaebler, <i>Reinventing Government</i> (1992)</p> <p>M. Barzelay, <i>Breaking Through Bureaucracy</i> (1992)- T. Chapman</p> <p>D. Kettl, <i>The Global Public Management Revolution</i> (2000)- M. Dobelle</p> <p style="text-align: center;"><u>Summaries for the above readings are due by noon on Sunday 4/16</u></p> <p>*C. Fox, “Reinventing Government as Postmodern Symbolic Politics,” <i>Public Administration Review</i>: 56 (May/June 1996): 256-262</p> <p>* J. Perry, T. Engbers, & S.Y. Jun. (2009). “Back to the Future? Performance-Related Pay, Empirical Research, & the Perils of Persistence.” <i>Public Administration Review</i> 69(1): 39-51</p>

Commented [BLA12]: TV Series: *For All Mankind*
Movie, *War Dogs*

<p>*M. Alkadry, B. Blessett, & V. Patterson, “Public Administration, Diversity & the Ethic of Getting Things Done” <i>Administration & Society</i> 49(8): 1191-1218</p> <p>*Classics: #48 J. S. Ott, “Understanding Organizational Culture” (1989) #49: R. Thomas, “From Affirmative Action to Affirming Diversity (1990) National Performance Review, “From Red Tape to Results” (1993)</p>

Date	The New Public Service & Citizen Engagement
4/24	<p>M. Follett, <i>The New State</i> (1999/1919)- F. Dobkin</p> <p>K. Meier & L. O’Toole, Jr., <i>Bureaucracy in a Democratic State</i> (2006)- R. Kaplan</p> <p>Readings on New Public Service- C. Mackensen</p> <p>J. Perry, “Democracy & the New Public Service,” <i>American Review of Public Administration</i>: 37 (1): 3-16</p> <p>K. Campbell, “Theorizing the Authentic: Identity, Engagement, & Public Space,” <i>Administration & Society</i>: 36 (6): 688-705</p> <p>Mohamad G. Alkadry, “Deliberative Discourse Between Citizens & Administrators: If Citizens Talk, Will Administrators Listen?” in <i>Administration & Society</i> volume 35, number 2, May 2003, pp. 184-209.</p> <p>Brainard, L.A. & J. G. McNutt. “Virtual Government-Citizen Relations: Informational, Transactional, or Collaborative?” <i>Administration & Society</i>, 42 (7): 836-858. (2010)</p> <p>Roberts. “American Empire & the Origins of PA.” <i>Perspectives on Public Management & Governance</i>. 2020: 185-194.</p> <p style="text-align: center;"><u>Summaries for the above readings are due by noon on Sunday 4/23</u></p> <p>* Denhardt & Denhardt, <i>New Public Service: Serving Not Steering</i> (2003).</p>

Commented [BLA13]: Movie: *The Man in the Gray Flannel Suit*

TV Series: Ted Lasso

Podcast: “Citizens’ Assemblies Improve Democracy, and Here’s How to Calculate the Best Way to Organize Them”
https://apple.news/ASgOVuoY7QWOBZVEIoDT0_w

Date	Representative Bureaucracy
5/1	<p>S. Selden, <i>The Promise of Representative Bureaucracy</i> (2015)- L. Ngumbah Wolloh</p> <p>B. Kennedy & A. Butz, <i>Race & Representative Bureaucracy in American Policing</i> (2017)- M. Vantine</p> <p style="text-align: center;"><u>Summaries for the above readings are due by noon on Sunday 4/30</u></p> <p>*N. Ricucci & G. Van Ryzin. 2017. "Representative Bureaucracy: A Lever to Enhance Social Equity, Coproduction & Democracy." <i>Public Administration Review</i>, 77(1): 21-30.</p> <p>*S. Nicholson-Crotty, J. Nicholson-Crotty, & S. Fernandez, 2017. "Will More Black Cops Matter?" <i>Public Administration Review</i>, 77(2): 206-216</p> <p>*A. Kenned. S. Bishu, N. Heckler, "Feminism, Masculinity, & Active Representation." <i>Administration & Society</i> 52(7): 1101-1123.</p> <p>*D. Bearfield, et al. "The Myth of Representation: Identity & Workplace Participation." (in progress conference paper)</p>

Commented [BLA14]: Movie: *BlackKlansman*
 Movie: *The Last Jedi*

Date	Wrapping Up
5/3	*Eubanks, <i>Automating Inequality</i>

Noon 5/7 Analytical Paper Due

ASSIGNMENTS & GRADING

Assignments

Several components will determine student grades for the course.

1. *Book Summaries, Discussion Questions.*

- a. Each student will provide written summaries of 3 books (or sets of articles). The instructor assigns these, which draw from the non-required readings. See the weekly schedule (above) for the specific due dates and your reading assignments. Everyone must read the summaries before class. Please email to entire class. These summaries must be in three formats:

- A 1 paragraph summary of the book
- A (no more than) 1250-word (double spaced, 12 pt font, 1" margins) summary; with discussion questions for class at the end (not counted as part of word count).

NB: These are more than simple book reviews. In addition to summarizing, the student must relate the reading/s to other authors/readings; identify what is new or novel about the work (in other words, the contribution of the work to the field); Please also analyze the substantive &/or methodological (vs. literary) merits & faults of the work.

- b. Students must come to class with discussion questions & be prepared to use them to facilitate discussion on the topic.
- c. Evaluation of the above, will include accuracy of material, clarity of summary and analysis, writing mechanics, and following assignment instructions.
- d. These are due by noon on the Sunday before class.

Grades for the summary and discussion questions mean:

Superior/Exceeds Expectations:

Student has successfully gone above & beyond the requirements. Work is consistently well-reasoned, creative, sophisticated, well written (with no errors), exceptional scholarly or practical quality. A (100) – A-(90)

Fully Meets Expectations:

Student has produced sound work. Work is Sound work; well-reasoned & thorough, without serious analytical shortcomings. Work fully accomplishes objectives for the assignment for this course.

Expect your work to fall here if it does everything correctly. B+(89) - B-(80)

Borderline/Meets Minimal Expectations:

Weak but meets minimal expectations, demonstrating minimum understanding, analysis, or application. Understanding, analysis, or application is incomplete. C+ (79) - C-(70)

Unacceptable:

Work fails to meet minimal expectations for credit. Weaknesses & limitations are pervasive. D (69)-F(0)

2. *Each student will be assigned an analytical essay topic* (approximately 7,500-10,000 words). **I am available throughout the semester to discuss your paper ideas as they develop.** This is noon May 7.
Please see the grading matrix, attached, for a further understanding of how the analytical essay specifically will be graded.
3. *Each student will provide peer feedback on essay outlines.* Analytical Essays Outlines are due noon, 3/20. Peer reviews are due noon 3/27.

Grading

These components will be weighted as follows:

Book Summaries, presentation, & discussion questions 25% (8.33% each)
Analytical Essay, with references—50%
Peer Review of Analytical Essay Outline—10%
Seminar Participation—15%

Final grades: Lowest overall grade (no rounding) for an A is 94.00; A- 90.00; B+ 87.00; B 83.00; B- 80.00; C+ 77.00; C 73.00; and C- 70.00.

This rubric will be used to grade your analytical essay

	<i>Superior/Exceeds Expectations:</i>	Fully Meets Expectations:	Borderline/Meets Minimal Expectations:	Unacceptable:
	Work that aims above & beyond the assignment requirements & achieves those aims. Thorough, well-reasoned, creative, sophisticated, well written (error-free), exceptional scholarly or practical quality. A (100) – A-(90)	Sound; well-reasoned & thorough, without serious analytical shortcomings. Report fully accomplishes basic objectives for the assignment for this course. Expect your work to fall here if it does everything correctly. B+(89) - B-(80)	Weak but meets minimal expectations. Understanding, analysis, or application is incomplete. C+ (79) - C-(70)	Work fails to meet minimal expectations for credit. Weaknesses & limitations are pervasive. D (69)-F(0)
Organization of paper				
Writing mechanics & clarity				
Responsiveness to question				
Introduction—including roadmap				
Conclusion				
Uses appropriate literature accurately				
Logic/flow of argument				
Depth of analysis—goes beyond what the literature says				
Usefulness of appropriate examples to illustrate ideas				

The course will be conducted in accordance with school policies, which cover issues such as late assignments, incompletes, necessary academic accommodations, & 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 & the instructor may, with appropriate notice, change content & requirements at any time during the course.

University Policies

University Policy on Religious Holidays

1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students Outside the Classroom

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility & to coordinate reasonable accommodations. For additional information please refer to: gwired.gwu.edu/dss/

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance & referral to address students' personal, social, career, & study skills problems. Services for students include crisis & emergency mental health consultations confidential assessment, counseling services (individual & small group), & referrals.

counselingcenter.gwu.edu/

Academic Integrity Code

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them & without appropriate authorization, & the fabrication of information. For the remainder of the code, see: studentconduct.gwu.edu/code-academic-integrity

Policies in Public Administration & 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 & instructor will both sign the CCAS contract for incompletes & submit a copy to the School Director. Please consult the SPPPA Student Handbook or visit home.gwu.edu/~moses/Incompletes.doc 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. [Note: Professor Brainard's policy is that without prior approval, late work is reduced by one-half grade for every three days (or parts thereof) that it is late].
4. **Academic Honesty:** Please consult the "policies" section of the GW student handbook for the university code of academic integrity. 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." All examinations, papers, & other graded work products & assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. IT IS YOUR RESPONSIBILITY TO KNOW THE CODE & TO FOLLOW IT. The following may be a useful tool: https://writing.wisc.edu/Handbook/QPA_paraphrase.html
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 & the instructor may therefore, at her/his discretion, change content & 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 & 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. Professor Brainard's Policy on Grade Contestation: Students wishing to contest a grade are required to write a professional memo stating the grade they believe is merited & outlining & justifying their case for a changed grade. Student must use examples from her/his work, referencing professor feedback.

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, & evaluate the appropriateness, success & consequences of these methods
2. Patronage & the spoils system have been argued as making the government more responsive to the public, & helping to prevent the creation of an unelected & 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 & desirable to extend political appointments into the bureaucracy.
3. The justification for bureaucratic power often rests on the 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 3 most significant issues related to public sector organization raised in the early literature considering later writing & public administrative practice.
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” & 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 & 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 reform theme 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 (& ultimately policy analysis) with an “economic approach to public decision making.” What have been the effects, positive & negative, or economic concepts as they have been brought into discussions of government policy & public administration?
14. 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 & purify its organization, & to crown its dutifulness.” Please evaluate each of these arguments for a science of administration considering both subsequent writings & practice.
16. Virtually all the early theorists & writers on public administration were white men. Would the field have developed differently if more women & minorities had been among the early PA theorists? If not, why? If so, how?
17. 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 & advantages associated with this role of the public administrator. If not, where in the literature can we find any antecedents?
18. Discuss the different major intellectual traditions of public administration generally & the role of the public administrator specifically. Which do you believe is/would be most appropriate/more effective during a time of crisis?
19. President Obama sought 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 & disadvantages associated with each of those roles? What are the opportunities & constraints associated with each of those roles?
20. 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 & growth of policy & implementation networks? Evaluate the implications of networks for governance.
21. Presidential administrations wish to develop their own initiatives & have them approved (as necessary) & 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, & administrative advantages & obstacles that will be faced by the new administration. & it should discuss the role of the career bureaucracy & political appointees in assisting the new President in achieving his objectives.

22. Lawmakers, journalists, & pundits argue that bureaucrats wield too much authority in policy & 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 & administration? Why or why not? Who are the outside actors that typically do & do not participate in bureaucratic policymaking & administration?
23. 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 & legislative branches. Compare & contrast the theories in terms of their strengths & weaknesses. Which do you think is most convincing? Why?
24. Some argue that the role of bureaucrats in our democracy should be limited to administration & implementation. Discuss that argument & the reasons for it. Do you agree? Why or why not? What additional roles for bureaucrats exist in the literature. Please evaluate the strengths & weaknesses of those roles (& their underlying theories). Include in your essay a discussion of the underlying conditions that may or may not justify a larger role for bureaucrats.