Course Description

This course will introduce students to the fundamentals of public management as a field of academic study. The course will emphasize the role of public managers and their relationships with clientele groups, the legislature, the executive, and the public. The course will introduce theories of administrative accountability, organizational behavior, decision making and political oversight that help students better understand the complexities of the modern administrative state.

Managing in the public sector entails an understanding of the interaction between three distinct dimensions—administrative structures and processes, organizations and their cultures, and the skills and values of individual managers. Public managers must produce results that citizens and their representatives expect from their government while balancing these concerns within a constitutional scheme of governance. Another purpose of the course is to show how the challenges of public management vary across different organizational and policy settings. A related purpose is to show how public management and policy analysis frequently intersect and to connect policy design and policy management. While the subject is treated in the American context, coverage is not exclusively directed to any one level of government; international, national, state, and local management are included.

Objectives

- Advance the understanding and appreciation of the history, study, and practice of public management
- Examine the constraints on and strategies of public managers in a democratic society
- Review, discuss, and understand theories and their application to the study and practice of public management
- Critically evaluate the recent trends, challenges, and opportunities in the field of public management
- Examine the competing forces shaping the pursuit of values in public affairs and how this competition shapes public policy.
**Required Texts:** The required textbooks are available at the UTD Bookstore (and online bookstores). Additional readings will be available on eLearning.


In Public Management, authors Carolyn J. Hill and Laurence E. Lynn, Jr. show that constructing critical analyses and persuasive arguments is the principal tool for effectively managing in three dimensions. Students learn how to analyze and explain managerial strategies and decisions, critically assessing real world case studies and building their own arguments.

*In addition, selected journal articles, book chapters, and case studies may be assigned at the professor’s discretion.*

**How to demonstrate what you learn**

**Class participation – 25%**

This is a seminar style class, and each student should be prepared to participate in each class. Participation requires reading the material before class and being on time for class. Later sections of this syllabus identify the readings for each class meeting. Each student is expected to fully participate in chapter discussions, case discussions, and in-class exercises. In short, your absence will impact your participation grade. In addition, tardiness to class and early departure will also lead to reduced participation grades. If you know that you will not be able to attend class for personal or work related reasons, make sure you inform the professor in advance and submit your assignment. Personal and family circumstances can require class absence. Students should contact the professor about such absences before the class.

Beginning January 30th one student will be responsible for leading the class discussion. Introduce the substantive theme of the week to your peers through an interactive presentation. The presentations should introduce the general theme covered in the assigned week and facilitate a discussion based on practical examples. Students leading the discussion will provide a very brief summary of that week’s materials and have questions for the group to initiate discussion and dialogue. In addition, students leading the discussion should bring to class additional material/s (reports, current events, articles) that relate to that week’s readings, which will help enhance your personal learning experience and that of your fellow colleagues. During the course of the semester you will lead the discussion once during the semester. Sign-up sheet will be provided by the instructor the first day of class. **Please note the presentation should NOT be a presentation of the reading, but an interactive exercise that illustrates the theme of the week and guide a follow-up discussion through thoughtful questions.** Grading criteria for the presentation include:
1. Appropriate focus of the presentation to reflect the general theme of the week;
2. Activities - group discussion, case study, visual aids, or any other creative form to illustrate the theme of the week.
3. Effectiveness of the activity/materials used to illustrate the substantive theme of the week.
4. Degree of organization and clarity in guiding the presentation.
5. Questions used to lead the discussion.

Critiques – 25%

You are required to write a 3 page critique on any five topics in the assigned readings. Please keep in mind that it is not an exercise in summarizing the readings. Summaries will get a lower grade. Discuss your thoughts on the reading, including general themes, disagreements, and any insights you gleam from the reading that can be applied to current events. I’m not looking for an outline of the reading. The critiques will be due at the start of the class each week. You must include all the assigned readings in your discussion.

Issue Paper - 25%

The issue paper will be an analysis of a current, ongoing issue in public management. This paper will be in the form of an issue memorandum to a senior decision-maker and should be about 2500 words (8-10 pages). The topics will focus on contemporary issues unfolding in the world of public management; the issues will be real. You will need to select a topic by Feb 20, 2012 (a list of examples along with guidelines will be provided on eLearning). The paper will be due April 23, 2012. You will present your findings in class.

Final Examination – 25%

A take home final exam will be given on April 30th and will be due May 6th. The examinations are designed to test the student’s ability to understand and critically evaluate the reading, lecture, and discussion materials covered during the semester. The final exam will be a series of essay questions that are based, in part, from the questions you will have already addressed in-class discussions and readings. Although the exam will be assessed as a whole, the following approximation represents the expectations for each essay question:

Organization – Ability to clearly express ideas and organize thoughts: 25%
Writing – Grammar, spelling, citations, appearance etc.: 25%
Use of course material and theories to thoroughly examine a given topic: 50%

E-mail the instructor a copy of your examination no later than 7pm on the due date.

Note: LATE ASSIGNMENTS WILL NOT BE ACCEPTED except under exceptional documented circumstances at the sole discretion of the instructor. Students who miss class are responsible for all announcements, class discussions, and changes made to the course outline during class meetings. Assignments are due at the start of the class session on their due date.
Assignments may be submitted via email (attached file) or fax by prior arrangement with the instructor if the student will not be able to attend class.

Grading

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>25%</td>
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<tr>
<td>Weekly Critiques</td>
<td>25%</td>
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<tr>
<td>Issue Paper (20% written and 5% presentation)</td>
<td>25%</td>
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<tr>
<td>Final Examination</td>
<td>25%</td>
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UTD Policy on Cheating

Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.

A very useful statement on plagiarism (with good definitions, etc.) is available at http://www.rbs2.com/plag.htm

Expectations

- Submit work of master-level quality.
- All students are expected to conduct themselves in a manner that reflects the highest behavioral standards.
- Students are expected to arrive on time for class.
- Electronic devices during the class meeting should be turned off. In the event that a student legitimately needs to carry cell phone to class, prior notice and approval of the instructor is required.
- You are allowed to use a laptop solely for note taking purposes. If I find you browsing the internet or using the computer for non-class related work, I will ask you to leave my classroom.
- Discussion, inquiry, and expression are encouraged in this class.
- Classroom behavior that interferes with either (a) the instructor’s ability to conduct class or (b) the ability of students to benefit from the instruction is unacceptable. Examples include routinely leaving the classroom early, using cellular phones, repeated talking in class without being recognized, talking while others are speaking, or arguing in any way that is perceived as “crossing the civility line.” If the instructor feels that a behavior is disruptive, the student will be asked to leave the classroom for the day. If classroom behavior is determined to be inappropriate and cannot be resolved between the instructor and the student, the behavior may be referred for academic or disciplinary review.
ADDITIONAL UNIVERSITY DISCLAIMERS

http://provost.utdallas.edu/syllabus-policies/

**Detailed Course Schedule**

**January 23**

Introduction; syllabus; what to expect; assignments; sign-up for leading class discussion.

**January 30 – The Discipline of Public Management**

Hill and Lynn, Chapters 1 and 2


Woodrow Wilson, “The Study of Administration,” *Political Science Quarterly* 2, no. 2 (1887): 197-222

**February 6- The Process and Analysis**

Hill and Lynn, Chapter 3


**February 13 – Rule of Law and Public Management**

Hill and Lynn, Chapter 4


**February 20 – The Structural Dimension in Public Management**

Hill and Lynn, Chapter 5


**February 27 – The Cultural Dimension in Public Management**

Hill and Lynn, Chapter 6


**No Class March 5th - ASPA Conference**

**March 19 – Public Management: The Craft**

Hill and Lynn, Chapter 7


**March 26 – Accountability**

Hill and Lynn, Chapter 8


**April 2 – Reforms in Public Management**

Hill and Lynn, Chapter 9


**April 9 – Public Management in a Global World**


**April 16 – Managing the Three Dimensions**

Hill and Lynn, Chapter 10

Naim Kapucu, Why Are We All "Looking for the FEMA Guy"? *Administration & Society* 41, no. 6 (2009): 773-779.


**April 23 – Presentations**

**April 30 – Presentations**

Final Examinations due May 6th by 7pm. E-mail the instructor a copy (meghna.sabharwal@utdallas.edu)

*Note: The instructor reserves the right to makes changes to the syllabus.*