<table>
<thead>
<tr>
<th>Content Area</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Subject/Curricular Designation</td>
<td>PA</td>
</tr>
<tr>
<td>Catalog Number</td>
<td>5526</td>
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<tr>
<td>Course Title</td>
<td>Politics of Administration</td>
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<tr>
<td>Course Description</td>
<td>This course will introduce the subject of public administration from a political perspective. Special attention will be given to an examination of the administrative branch of government. More specifically, the course will focus on the demands directed to administrators from various sectors of the political system, ways in which administrators respond to those demands, and methods available for the analysis of public policies that help us assess the impacts that flow from administrators’ actions.</td>
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<tr>
<td>Credit Hours</td>
<td>3 credit hours</td>
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<tr>
<td>Prerequisites/Co-Requisites</td>
<td>NONE</td>
</tr>
<tr>
<td>Restrictions/Exclusions</td>
<td>Restricted to graduate level students</td>
</tr>
<tr>
<td>Course Component (format)</td>
<td>On campus</td>
</tr>
<tr>
<td>Course Instructional Mode</td>
<td>Lecture and experiential learning</td>
</tr>
<tr>
<td>Evaluation and Grading Criteria</td>
<td>Assignment</td>
</tr>
<tr>
<td></td>
<td>midterm examination</td>
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<tr>
<td></td>
<td>term paper (resubmitted maximum, 135 points)</td>
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<tr>
<td></td>
<td>Final Examination</td>
</tr>
<tr>
<td>Evaluation and Grading Criteria</td>
<td>Attached</td>
</tr>
<tr>
<td>Schedule of Course Topics\Additional Information</td>
<td>Master of Public Administration SLOs</td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>Strategic Analysis/Political/Policy Making Acumen: Students will define, analyze and evaluate public policy decisions in a local, state, and national setting through an integrated analysis using tools found in the major public</td>
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<td></td>
<td>Students will apply theories and accompanying concepts to organizational issues, public policy problems, and ethical considerations. Students will discuss the complexity of real life organizations and management.</td>
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<tr>
<td>Critical Thinking Skills:</td>
<td>Students will demonstrate independent critical thinking by refining skills of diagnosis and interpretation.</td>
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<tr>
<td>Students will effectively demonstrate critical thinking skills in inference, analysis and evaluation through working on a term paper and in group exercises.</td>
<td>Students will demonstrate their ability to use online and applied research skills.</td>
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<thead>
<tr>
<th>Course Expectations, Course Policies, Requirements and Standards for Student Coursework and Student Behavior</th>
<th>Method of Instruction. The instructor will emphasize lecture/discussion and group exercises.</th>
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</thead>
<tbody>
<tr>
<td>Attendance. Class attendance is expected of all students and is an integral part of the course experience. Please contact your instructor if you are unable to attend a class.</td>
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| Student Behavior. Student behavior must support a learning environment. Students are to be respectful of everyone in the classroom, from the fellow students to the instructor. The instructor is under obligation to report student conduct issues to the Associate Dean of the Bloch School of Management, who in turn is under obligation to report it to the Assistant Dean of Students. See the University of Missouri System Collected Rules and Regulations 200.010 – Standard of Conduct and 200.020 – Rules of Procedures in Student Conduct Matters. | Student Behavior. Student behavior must support a learning environment. Students are to be respectful of everyone in the classroom, from the fellow students to the instructor. The instructor is under obligation to report student conduct issues to the Associate Dean of the Bloch School of Management, who in turn is under obligation to report it to the Assistant Dean of Students. See the University of Missouri System Collected Rules and Regulations 200.010 – Standard of Conduct and 200.020 – Rules of Procedures in Student Conduct Matters. |

| Projects. You may discuss homework assignments with other students. This can include discussing the methodology employed for solving a problem, reviewing another’s work if s/he is having difficulty, and working the problems at the same time to discuss the process. Students must, however, turn in their own work. This means you may not share computer files, complete an assignment for another student, or submit someone else’s work for your own. Submissions of projects appearing to reflect anything but the student’s own work is considered academic misconduct and will result in a score of zero for all involved students. The zero may not be overturned by grade appeal since the student failed to complete the assessment in its prescribed format. See below for additional sanctions resulting from academic misconduct. | Projects. You may discuss homework assignments with other students. This can include discussing the methodology employed for solving a problem, reviewing another’s work if s/he is having difficulty, and working the problems at the same time to discuss the process. Students must, however, turn in their own work. This means you may not share computer files, complete an assignment for another student, or submit someone else’s work for your own. Submissions of projects appearing to reflect anything but the student’s own work is considered academic misconduct and will result in a score of zero for all involved students. The zero may not be overturned by grade appeal since the student failed to complete the assessment in its prescribed format. See below for additional sanctions resulting from academic misconduct. |

| Examinations. During examinations you may use a calculator and a pencil. The use of anything else, including cell-phones, computers, tablets, or other handheld devices, is considered academic misconduct. Looking at another student’s paper, or allowing someone to look at your exam paper, or referring to notes, class materials or the textbook, is considered academic misconduct. Failure to return the examination to the instructor or photographing the examination is considered academic misconduct. | Examinations. During examinations you may use a calculator and a pencil. The use of anything else, including cell-phones, computers, tablets, or other handheld devices, is considered academic misconduct. Looking at another student’s paper, or allowing someone to look at your exam paper, or referring to notes, class materials or the textbook, is considered academic misconduct. Failure to return the examination to the instructor or photographing the examination is considered academic misconduct. |
Failure to comply with these rules results in a zero for the examination. The zero may not be overturned by grade appeal since the student failed to complete the assessment in its prescribed format. See below for additional sanctions resulting from academic misconduct.

**Academic misconduct.** In addition to receiving a zero for the exam/assignment, the instructor is under obligation to report academic misconduct to the Associate Dean of the Bloch School of Management, who in turn is under obligation to report it to the Vice Provost for determination of sanctions. Those sanctions range from probation to expulsion from the university. See the University of Missouri System Collected Rules and Regulations 200.010 – Standard of Conduct and 200.020 – Rules of Procedures in Student Conduct Matters.

Major themes in the course will address the questions: What is the administrative branch of government? What do administrators contribute to the shaping of public policy? What kinds of demands come to administrators from various sectors of the public policy making process? How do administrators respond to these demands? What impacts flow from administrators' actions?

After successfully completing this course, students will be able to:

---articulate and apply learning of current political and ethical issues and theories related to public administration as well as political factors involved in policy formulation, implementation, and evaluation to work site situations and current events.

---develop, explain, and defend in writing an informed, critical perspective regarding citizen participation, ethics in public administration, and the role of the administrator in the policy making process with consideration of alternative perspectives.

In summary, this course is designed to be an opportunity for students strengthen their knowledge and understanding of the political side of public administration.

**THE ASSIGNED WORK IN THE COURSE**

1. Midterm examination (100 points),
2. Term paper (150 points with 135 points the maximum on a resubmission)
3. Final examination (250 points).

The term paper will be a comparative critical review of the literature written on a topic chosen by the student in consultation with the instructor. In general, any topic related to the course is welcome. The topic should be defined by Tuesday, February 7 (see below for additional instructions). Literature reviews are due on or before Tuesday, April 4. Student performance on the literature review and the two examinations are used to determine the final course grade. If necessary, make up exams will be scheduled after regularly scheduled exam dates. Although the quality of class participation is hard to measure, it may be considered in figuring course grades, especially in marginal or exceptional cases. A plus/minus grading system will be used when reporting final grades for this course. Additional details about the term paper, exams, and the assignment of letter grades will be provided in the first meeting of the class.

**COURSE OUTLINE**

**NOTE:** Due to the nature and scope of material covered in this course, **required reading should be completed on or before the dates indicated in this outline.** In-class lecture outlines will be posted before class on Blackboard.

**Week 1** (Jan 17) Introduction.
--In-class handouts
--Dye (15th or 14th ed), Chapters 1-14, 16 (Special Emphasis on Chap. 2)
--Any Introduction to American Government text, Chapters on Congress, President, and Executive Branch, skim the rest. (Recommended)
Week 2 (Jan 24) Conceptualizing the policy making process.
-- Dye, Chapters 1-14, 16
-- In-class handouts

Week 3 (Jan 31) Conceptualizing the policy making process.
-- Dye, Chapters 1-14, 16
-- In-class handouts

Week 4 (Feb 7) Conceptualizing the policy making process/The analysis of policy impacts.
LITERATURE REVIEW PROPOSALS DUE.
--Dye, Chapter 4.
--In-class handouts

Week 5 (Feb 14) Bureaucratic accountability: Ethics and public sector values.
--Menzel, entire
--In-class handouts

Week 6 (Feb 21) The analysis of policy impacts/The incremental budgetary process.
--Dye, Chapter 4.
--In-class handouts

Week 7 (Feb 28) Bureaucratic myths and realities.
--Goodsell, entire

Week 8 (Mar 7) MIDTERM EXAMINATION.

Week 9 (Mar 14) Power, politics and public policy.
--Parenti, entire
-- Dash, entire (RECOMMENDED)

Week 10 (Mar 21) Politics and political philosophy.
---Nathanson, entire

Week 11 (Mar 28) SPRING BREAK

Week 12 (Apr 4) The Congress, President and Bureaucracy/LITERATURE REVIEWS DUE.
--In-class handouts

Week 13 (Apr 11) Bureaucratic accountability: Citizens and public opinion.
--“Unpacking ‘Participation’: models, meanings and practices” (handout)
--In-class handouts

Week 14 (Apr 18) Government Regulation.
--In-class handout

Week 15 (Apr 25) Interest groups and the public policy making Process
--In-class handouts
--Cigler and Loomis, entire

Week 16 (May 2) Interest groups and the public policy making Process/Course review.
--In-class handouts
--Cigler and Loomis, entire

FINAL EXAMINATION:

ADVICE ON DOING A COMPARATIVE CRITICAL REVIEW OF THE LITERATURE

1. CRITICALLY COMPARE AND CONTRAST a minimum of three (3) books and three (3) articles on things like:
   - Do the authors do what they say they will do in the book(s)/article(s)?
- The logic and adequacy of the authors' arguments and relative strengths and weaknesses of the authors' theoretical or conceptual frameworks, one author compared directly to another.
- Relative strength and originality of the authors' ideas.
- Strengths and weakness of the literature, viewed individually, comparatively and as a whole.
- Clarity and effectiveness of the authors' organization, illustrations, writing style, etc.
- Relative value or utility of the books and articles to you and, perhaps, to other readers.
- Are some ideas or important research questions overlooked by your selected authors?

2. Topic areas can be on anything related to the course. Some possibilities include:
- A specific public policy area such as health, welfare, homeland security, education, environmental policy, etc.
- Specific organization(s), e.g. federal agencies, the Congress, interest groups, city police departments, interaction between federal, state and local agencies, etc.
- Applications of a particular theory or theories to the examination of administrative practice, policies, etc.
- Particular challenges in the public/nonprofit sector today; e.g., sexual harassment, ethics, diversity issues, down-sizing government, community development, out-sourcing, etc.

3. Unacceptable books/articles include:
- Textbooks
- Edited readers or anthologies (however, one, or two separately authored chapters in an edited book may be used as article selections).
- Articles in newspapers and magazines, agency reports, committee reports, any unauthored essays or papers.

4. One paragraph paper proposals are due by February 7. Include a list of the books/articles that you intend to use in your literature review. Provide complete Citations; i.e., Note the author’s name, title of the book/article, journal name/page numbers, and date of publication. Completed literature review essays are due on or before April 4. Students receiving an unsatisfactory grade may resubmit their term papers for a better grade any time before (including immediately before) the final examination on May 9, 2017.

5. Your paper should be typed, double-spaced and about 15 pages in length. Have someone proofread your completed work. Excessive typographical errors, stylistic awkwardness, grammatical problems, etc. will reduce the points you receive on your term paper.

6. I think the best single source for guidelines on writing research/term papers is at: http://owl.english.purdue.edu/. I recommend starting with the “APA Formatting and Style Guide,” but look elsewhere on the site too.

7. Remember, I want to see your thoughts on the comparative strengths and weaknesses of the literature. What did you think about the authors’ arguments and viewpoints, considered separately, compared to one another, and as a whole?

Time and Schedule Considerations may prompt modifications of this syllabus (deletion of assignments/topics, modification of examination dates, etc.). The instructor will explain any changes; however, it is the student’s responsibility to keep up with any modifications that are made throughout the semester.