

PADM 5389-PUBLIC MANAGEMENT

SPRING 2022- 3 CREDITS - CRN: 21553 & 21555



Professor:

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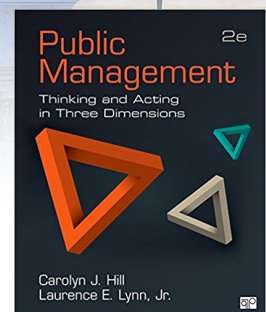
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Classroom: Online



Required Textbooks

- ▶ C. Hill & L. Lynn (2016)
Public Management:
Thinking and Acting in
Three Dimensions (2e).
ISBN:978-1483344324



Course Description

Why do some governments perform better than others? How can some countries provide better life quality to their citizens than other countries? Answers to these questions are hidden in the quality of government institutions. Better institutions lead to better government quality and better services for citizens. The question is: how can we develop better institutions? A partial answer to this question is better public management. Institutions and the quality of government are broad topics and cover several related fields such as economics, political science, public administration, management, and organization science. In this course, we will approach to the quality of government from public management perspective. At the same time, we will approach to public management from the quality of government and institutional perspectives.

The basic theme of this course is to open a window to the practice of public management using a three dimensional approach. This class will elaborate on structure, culture, and craft dimension of public management along with other fundamental concepts such as rule of law and accountability. Thus, the course provides material that may be useful in understanding theoretical roots and practices of these various dimensions and concepts.

In other courses, you have learned or will learn the institutional theory, organizational behavior, and management theories. In this course, we will link public management to all these subjects.

Specifically, the course will provide you an understanding of the empirical findings and theoretical discussions in key public management areas such as institutional structure, executive management, leadership, organizational behavior, decision making, and human motivation.

The course will introduce you the theoretical underpinnings of key public management topics. It will also allow you to see the practical applications of these theories in cases and real life examples. Thus, this course is not a mere theory course, nor is it a workshop that will teach you some rules of thumb for managing public organizations. This course will try to help you view real life events through the lens of relevant theories. For example, accountability is a very important aspect of a public servants job. This course will introduce you to key concepts about accountability and have you use those concepts to analyze some cases.

Course Objectives

Learning Objectives

By the end of this course, students will be able to

- ▶ Explain the historical development of public management and underlying theories,
- ▶ Analyze the constitutional foundations of public management in the U.S,
- ▶ Inspect the relationship between management practices and the rule of law,
- ▶ Critique management practices from the rule of law perspective,
- ▶ Define and discuss the structure, culture, and craft dimensions of public management,
- ▶ Analyze real life management problems and synthesize solutions to them,
- ▶ Evaluate public management challenges from structure, culture, and craft perspectives.

Course Requirements

This course is organized into weekly modules. In each module, you will be expected to complete required readings, watch lecture videos, and do given assignments. Additionally, you will analyze two major cases (15 - 20 pages each) and take midterm and final exams.

Weekly Readings

There will be required readings in every module (some optional materials will be provided as well). You need to complete the required readings in a timely manner. Depending on the module, you will need to do **60 - 80 pages of reading** (book chapters, articles, and online sources). Finishing the readings and other assignments would require approximately of **6-8 hours/week**.

Module Assignments (15 points each)

Throughout the semester, I will give you at least one assignment in each module. These assignments will include small case studies and conceptual discussion questions. The purpose of these assignments is to **help you connect the course materials with real life and reflect on the given topic**. You will use your analytical thinking skills to discuss these cases.

Essay assignments (25 points each)

You will write **two short essays** this semester. The essays are a type of module assignments; however, they require more time and effort to complete than the regular module assignments. You will be expected to use your analytical and critical thinking skills and make compelling arguments while writing your essays. Instructions will be provided on Blackboard.

Case Reports (50 points each)

You will have two **major cases** studies throughout the semester. The purpose of these

case studies is to apply theoretical knowledge into real case scenarios. You will write a 3-4 page (**single spaced**) case report after each case. You will have two weeks to write and submit your case report. Detailed information will be provided in each case.

Midterm and Final Exams (100 points each)

You will have a take-home midterm and final exam. Their focus will be to help you analyze the course materials and synthesize answers for the given exam questions.

Course Requirements & Grade

Reading	60-80 pages/week
Commitment	6-8 hours/week

Midterm Exam	100 pts
Final Exam	100 pts
Case Reports (2 x 50)	100 pts
Weekly Assignments	150 pts
Essays (2 x 25)	50 pts
Total	500 pts

500-460 points	A
459 - 400	B
399 - 350	C
349 - 300	D
< 300	F

Course Policies

Communication with the professor

In this course, we will communicate via two main tools: **Slack** and **email**. Also depending on the need, we can use other communication channels as well (e.g., Zoom, phone, etc.)

Slack

In this course, we will use Slack for quick communication and messaging between the professor and students.

Slack is a task management tool widely used by teams and corporations. I will share a link on Blackboard to join the course Slack workspace. Using Slack, you can send me your questions, concerns, or requests very quickly. Also, you can work, communicate, and discuss topics with classmates on Slack.

Please download Slack from here: <https://slack.com/>

You will find the link and instructions for joining the course workspace on Slack on Blackboard.

Email

You can use email for contacting me regarding more serious issues such as disabilities or grade disputes. I respond to emails within 24 hours on week days and 48 hours on weekends, unless there is an unusual situation (conference travel, family emergency, etc.) If I don't respond to you in this time period, please send me a reminder.

Other means of Communication

We can communicate with other means of communication (Zoom, phone, etc.) if necessary. Please let me know.

Deadlines and Late work

All the assignments must be submitted by the due date. Please submit your assignments via **Blackboard**. Submissions/emails without

attachments, wrong attachments, corrupt files etc. are NOT excuses for late work. If an assignment is not submitted on time, you will face a 20% late submission penalty. If you think you will be unable to submit an assignment on time because of a job related issue, please contact me immediately (before the due date). Please contact me in advance if you need additional time for assignments or exams because of job related reasons. I will do my best to accommodate your needs.

Make-up Assignments

You will have enough time to complete all assignments in this class and there will be no make-up assignments. Only exception would be emergency situations or work related conditions that last more than the time available for completing assignments/exams. Please contact me in advance if you have a such an incident/event (e.g. a medical condition, work related long-term travel, etc.)

Absences on Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present

to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Disability Services

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

Visitors in the Classroom

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Plagiarism and Academic Integrity:

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Please be aware that plagiarized work and any form of academic dishonesty will result in an "F" on the assignment. SHSU [Academic Policy Statement 810213](#) outlines the definition of academic honesty and the related disciplinary procedures.

You should also familiarize yourself of [Academic Policy Statement 900823](#), which outlines the procedures for students to file an academic grievance should you wish to appeal your grade for reasons other than academic dishonesty. Please read over these policies.

Instructor Evaluations

You will be asked to complete a course/instructor evaluation form (IDEA evaluation) toward the end of the semester. Your feedback is very valuable to improve the this course. Furthermore, your course/instructor evaluation will be used for merit, promotion, and tenure decisions.

Tips for Success

1. Do your readings carefully every week. Follow critical reading techniques for effective learning
2. Relate the readings with your previous knowledge
3. Observe application of principles and theories in your daily life
4. Be proactive, contact me if you have any questions or concerns

Important Resources

Academic Journals

- ▶ Public Administration Review
- ▶ Journal of Public Administration Research & Theory (JPART)
- ▶ Public Management Review (PAR)
 - ▶ Special Issue, December 2011: The Federalist Papers Revised for Twenty-First-Century
 - ▶ Special Issue, December 2007: Hurricane Katrina
 - ▶ Viewpoints on COVID-19
- ▶ Public Administration
- ▶ Governance
- ▶ Public Performance & Management Review
- ▶ American Review of Public Administration
- ▶ Administration & Society
- ▶ Academy of Management Review
- ▶ International Public Management Journal

Books

- ▶ Guy B. Peters & Jon Pierre (2018). *The Next Public Administration: Debates and Dilemmas*. Sage.
- ▶ Jeffrey L. Pressman & Aaron Wildavsky. (1973). *Implementation*.
- ▶ James Q. Wilson. (1989). *Bureaucracy: What Government Agencies Do and Why They Do It*. Basic Books.
- ▶ Ewan Ferlie, Laurence Lynn, & Christopher Pollitt. (2007). *Oxford Handbook of Public Management*. New York: Oxford University Press.

- ▶ Owen Hughes. (2012). *Public Management & Administration (4th Ed)*. New York: Palgrave MacMillan
- ▶ Tony Bovaird & Elke Loeffler. (2016). *Public Management and Governance*. New York: Routledge.
- ▶ Christopher Koliba, Jack Meek, & Asim Zia. (2011). *Governance Networks in Public Administration and Public Policy*. New York: CRC Press.
- ▶ Schiavo-Campo, Salvatore & Hazel M. McFerson. (2008). *Public Management in Global Perspective*. Armonk, NY: M.E. Sharpe.
- ▶ Farazmand, Ali & Jack Pinkowski. (2007). *Handbook of Globalization, Governance, and Public Administration*. Boca Raton, FL: CRS Press.
- ▶ Guy B. Peters. (2012). *Institutional Theory in Political Science*
- ▶ Janis, Irving. (1982). *Groupthink: A Psychological Study of Foreign Policy Decisions and Fiascos*. Boston: Cengage.
- ▶ Kahneman, Daniel. (2013). *Thinking Fast and Slow*. New York: Farrar, Straus and Grioux.
- ▶ Sunstein, Cass. (2014). *Simpler: The Future of Government*. New York: Simon & Schuster.
- ▶ Shapiro, Stuart & Borie-Holtz, Debra. (2013). *The Politics of Regulatory Reform*. New York: Routledge.
- ▶ Kaufman, Herbert. 1977. *Red Tape: Its Origins, Uses, and Abuses*. Maryland: Brookings Institute.
- ▶ Daron Acemoglu & James Robinson. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*

- ▶ Bo Rothstein. (2011). *The Quality of Government: Corruption, Social Trust, and Inequality in International Perspective*
- ▶ David Levi-Faur. (2012). *The Oxford Handbook of Governance*. New York: Oxford University Press.

Websites

- ▶ American Society for Public Administration:
www.aspanet.org
- ▶ American Political Science Association
www.apsanet.org
- ▶ IBM Center for The Business of Government
<http://www.businessofgovernment.org>
- ▶ The Royal Society for the Encouragement of Arts, Manufactures, and Commerce:
thersa.org
- ▶ TED: ted.org

Course Schedule

Week	Date	Module	Read
1	Jan 12 Jan 16	Module 1: Course Introduction	▸ Acemoglu & Robinson. So Close Yet So Different (pp. 7-10)
2	Jan 17 Jan 23	Module 2: Defining Public Management	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 1 ▸ Boyne. 2002. Public and Private Management: What's the Difference ▸ Hughes, Ch 1 ▸ Acemoglu & Robinson. So Close Yet So Different (the whole chapter)
3	Jan 24 Jan 30	Module 3: The History and Current State of Public Management	<ul style="list-style-type: none"> ▸ Lynn. 2007. A Concise History of the Field ▸ Hughes, Ch 3
4	Jan 31 Feb 6	Module 4: First Principles: Rule of Law and Accountability	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 2 ▸ Romzek & Dubnick. 1987. Accountability in the Public Sector: Lessons from the Challenger Tragedy. ▸ Rosenbloom et al. 2011. The Problem: Retrofitting the American Administrative State into the Constitutional Scheme ▸ Lynn. 2009. Restoring the Rule of Law to Public Administration: What Frank Goodnow Got Right and Leonard White Didn't.
5	Feb 7 Feb 13	Module 5: The Structure Dimension: James Madison's Legacies	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 4 ▸ Federalist 47, 48, 51 ▸ Lynn. 2011. Is Liberty Guaranteed by Structures? ▸ Cigler. 2021. Fighting COVID-19 in the US with Federalism and Other Constitutional and Statutory Authority
6	Feb 14 Feb 20	Module 6: The Structure Dimension: The Administrative State	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 5 ▸ Newcomer and Kee. 2011. Federalist No. 23: Can the Leviathan Be Managed? ▸ Fukuyama. 2013. What is Governance?
7	Feb 21 Feb 27	Module 7: The Structure Dimension: Tools for Public Managers	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 6 ▸ Ermin. Street Level Bureaucracy - A Summary ▸ Krakchardt & Hanson. 1993. Informal Organizations: The Company Behind the Chart ▸ Van Der Wal. 2021. Being a Public Manager in Times of Crisis
8	Feb 28 Mar 6	Module 8: The Structure Dimension: Rules and Regulations	▸ Hill & Lynn Ch 7
9	Mar 7 Mar 13	Midterm Exam	

Week	Date	Module	Read
10	Mar 14 Mar 20		Spring Break
11	Mar 21 Mar 27	Module 9: The Cultural Dimension: The Building Blocks	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 8 ▸ Schein. 2016. Ch 1 - 2 ▸ Khademian. Ch 1 - 2 ▸ Mason. 2003. Can Culture be Lethal?
12	Mar 28 Apr 3	Module 10: The Cultural Dimension: Institutionalized Values	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 9 ▸ Mahler. 2009. Ch 6 Organizational Culture in NASA
13	Apr 4 Apr 10	Module 11: The Craft Dimension: Managerial Styles	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 10 ▸ Cook. 1998. Politics, Political Leadership, and Public Management
14	Apr 11 Apr 17	Module 12: The Craft Dimension: Managerial Heuristics	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 11
15	Apr 18 Apr 24	Module 13: 3D Public Management	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 12
16	April 25 May 4	Module 14: Final Remarks	<ul style="list-style-type: none"> ▸ Hill & Lynn Ch 3 ▸ Moynihan. 2007. The MBA is Dead: Long Live the MPA! ▸ Walker et al. 2010. Wake Up Call: Strategic Management, Network Alarms, and Performance. ▸ Terry. 2005. The Thinning of Administrative Institutions in the Hollow State.
17	May 6 May 11		Final Exam