

San José State University
Political Science
POLS 114 – Introduction to Public Administration
Fall 2020

Course and Contact Information

Instructor:	Matthew Record
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Office Hours:	Monday and Thursday 3:45-5:45 via Zoom
Class Days/Time:	Online Asynchronous

Course Description

A broad overview of the theory and practice of public policy analysis and management in the modern context. Topics will include aspects of organizational theory, leadership, budgeting, finance, personnel management, problem formulation, analysis and decision making in a political environment.

Welcome!

Welcome to Introduction to Public Administration! This course is an introduction to the range of topics that constitute “public administration.” First, it provides an introduction to the policymaking process – emphasizing theoretical frameworks which will help you understand how actors and institutions, both in and out of government, interact to produce public policies. Second, the course introduces you to the core crafts on which schools of public affairs focus: policy analysis/evaluation and public management. The former entails the generation of rational advice relevant to public decisions and the systematic evaluation of the impact of public policies and programs. The latter focuses on the management of public agencies and non-profit organizations and the implementation of public policy.

This course is designed to give a broad survey of the practical behavior of government on a day-to-day basis and introduce students to the area of government in which there is, quantitatively, the greatest need: analysis and management in the executive branch/non-profit sector.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, can be found on the Canvas learning management system course website. Please make sure you are consistently reachable via the messaging system as e-mails through the Canvas system and the student’s

individual e-mails are how I maintain contact with the class over the course of the semester. The responsibility for being up-to-date on developments in the class and assignments lies with the student.

By enrolling in this course you consent to all course requirements listed in this syllabus, published on our Canvas site, and announced in class. You accept responsibility for accessing the Canvas course website to download any required handouts, assignments, or readings. You also accept responsibility for checking the course website regularly for any announcements. You also accept responsibility for receiving any messages sent via the MySJSU email system. Make sure that MySJSU has your current email address. Contact me by Thursday of week one if you cannot access the Canvas website, download and read .pdf files, link to other websites, or send or receive email.

Communication

It is essential that you check the class Canvas page routinely. This is a course requirement. All course materials will be posted on Canvas. I will also frequently make announcements on Canvas. I will make every effort to promptly return emails between M-F. If I do not respond within 24 hours, please feel free to send me another email. I will answer emails on the weekends and evening, though I can't guarantee prompt response at those times. I am available to meet with you by appointment if you have class or work during my regularly scheduled office hours.

Class Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. CLO 1. Acquire a broad knowledge of the administrative process and the relationships among and between political institutions, office holders, public administrators and stakeholders. Assessed by the staffing memo, government abuse memo, and examinations.
2. CLO2. Communicate effectively about public administration and public policy. Assessed by the policy simulation memos, ethics memo, policy problem statement and final exam.
3. CLO3. Apply a variety of techniques to identify, understand, and analyze the issues in public management and public policy. Assessed by the staffing memo, government abuse memo, simulation memos, case study memo and examinations.

Program Learning Outcomes (PLOs)

1. **Breadth:** Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
2. **Application and Disciplinary Methods:** Students should be able to formulate research questions, engage in systematic literature searches using primary and

secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.

3. Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
4. Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

Required Texts/Media

Textbooks/Media

Lewis, M. (2018). The Fifth Risk. W. W. Norton & Company. [ISBN-10: 9781324002642 | 978-1324002642]

Kettl, DF. (2017). The Politics of the Administrative Process, 7th ed. Washington, DC: CQ Press. [ISBN-10: 1608716880 | ISBN: 978-1608716883]

Kraft, ME., & Furlong, SR. (2017). Public Policy: Politics, Analysis, and Alternatives, 6th ed. Washington, DC: CQ Press. [ISBN: 978-1506358154]

Democracy 3 (2013). Positech Games. United Kingdom (Download link is on Canvas)

Papers, Please (2014). Lucas Pope Games, independent. (Download link is on Canvas)

Tamar Gendler, *An Introduction to the Philosophy of Politics and Economics*
(<https://www.youtube.com/watch?v=mm8asJxdcds&t=20s>)

Please note: Older editions of the Kettl and Kraft and Furlong books are perfectly acceptable to purchase. Key information, page numbers and chapter numbers may vary from edition to edition. It is the student's responsibility to account for these discrepancies when they exist.

Course Requirements and Assignments

Learning Policy Systems Through Simulation (September 9th & October 12th)

One of the most stressful parts of learning a new topic is not knowing the boundaries on inquiry or how different elements of the systems you're leaning interact with one another. In this class, we are going to surmount this difficult, in part, through simulations. I will provide to each of you a license for the game Democracy 3. It is a text-and-icon based strategy game that allows you to take control of a country and run it. The game does an excellent job of visualizing the interconnectedness of policy sub-systems, how they relate to one another and the trade-offs and difficulties policy and administration presents.

A 30 minute tutorial on how to play the game is here:

<https://www.youtube.com/watch?v=GiHMadFbAxw&t=986s>. After getting themselves acquainted with the game, students should play as the United States under all default settings for at least 1-2 hours (more if they're enjoying themselves). Play long enough so that you make it to at least one election (unless you've been assassinated a few times—yes, there are assassinations in the game). After playing the game, you must submit a minimum 600-word response memo addressing the questions outlined below.

The purpose of these memos is to prepare the class such that we can have a productive and lively discussion of the topic. These memos need not be stressful or particularly detailed. Please address the following:

- 1) What did you do first in the game? Why? What policies were most important to you to change? What problems/issues did you first want to address?
- 2) Did you end up changing policies or making decisions you would prefer not to have made for political reasons?
- 3) Did you get re-elected? Why or why not? Did you get assassinated? If so, by whom and why?
- 4) If it is the second memo: how did this version of the game go differently than your original version?

To receive credit, students must turn their memos to Canvas before class begins on the day the assignment is due and participate in the day's discussion. This assignment assesses CLOs 2 and 3.

Staffing Memo (September 21st)

A common aphorism around politics and government is that “staffing is policy.” According to Michael Lewis in *The Fifth Risk*, the Trump Administration made a number of extremely important (and, according to Lewis risky/dangerous) staffing decisions during and following his transition into the presidency.

Using several specific examples from the book, in a ~600 word memo, discuss some of these staffing decisions and how they illustrate the fundamental principle behind “staffing is policy.” Are executive appointments usually given a lot of public attention? Had you heard of the specific people in the examples you cited before reading the Lewis book? What does “staffing is policy” run counter to the ideals of policy-making and governmental structure set forth by the Framers in the Constitution? Specifically, think about which branch was meant to be carrying out the policymaking in our system and whether or not that's what is happening in practice today.

Government Abuse Memo (September 28th)

Almost by definition, if the government is managing, providing or regulating something, it is doing so because the private market is not able to manage it effectively or, to put a finer point on it, because the private market is not able to manage it profitably. These areas include a lot of problems, issues and risks that are highly technical and that everyday people really cannot be

counted upon to understand or to which it would be unreasonable to expect everyday people to pay strict attention.

Using several specific examples from the book, in a ~600 word memo, discuss the ways in which the dynamic outlined above may open up governmental management to abuse. Are these abuses likely to engender an electoral/democratic response? Why or why not? What's the remedy?

Case Study Response Memo (October 26th)

You will review the provided chapter from the *CQ Issues for Debate* text. You must submit a 1,000-word response memo for this case. The purpose of this memo is to prepare the class such that we can have a productive and lively discussion of the topic. This memo need not be stressful. Please address the following and be prepared to discuss these questions in detail in class

- 1) Why is the issue covered in the chapter considered to be a problem? Do different groups have differing opinions on whether the issue is a problem or what exactly the problem is?
- 2) Why is this issue a *public* problem? Why should the government be involved or *should* the government even be involved at all? Is this something the market could handle without government interference? Is this a political problem or a technical problem or both?
- 3) What are your thoughts on this issue? Is there something you feel the chapter overlooked/shortchanged?

To receive credit, students must their memos to Canvas before class begins on the day the assignment is due and participate in the day's discussion. This assignment assesses CLOs 2 and 3.

Ethics Simulation Memo (November 16th)

Similar to the Learning Policy Systems Memo, for this assignment, you will be playing another game called Papers, Please. In Papers, In the game, the communist state of Arstotzka has ended a 6-year war with neighboring Kolechia and reclaimed its rightful half of the border town, Grestin.

Your job as immigration inspector is to control the flow of people entering the Arstotzkan side of Grestin from Kolechia. Among the throngs of immigrants and visitors looking for work are hidden smugglers, spies, and terrorists. Using only the documents provided by travelers and the Ministry of Admission's primitive inspect, search, and fingerprint systems you must decide who can enter Arstotzka and who will be turned away or arrested.

Play through a new story mode of the game for as long as you can; it is available for download on Canvas. You must submit a 600-word response detailing your experience. The purpose of this memo is to prepare the class such that we can have a productive and lively discussion of the topic. This memo need not be stressful. Please address the following and be prepared to discuss these questions in detail in class

- 1) What was your success rate? Did you receive any sanctions from the government? If so, was it for improperly letting people in or for turning away people you should not have?
- 2) Did you find the game hard? Did you find the activity of going through people's documents boring? Repetitive? Strangely rewarding?
- 3) Explore any additional thoughts you have about this experience. What was the purpose of this exercise?

To receive credit, students must turn their memos to Canvas before class begins on the day the assignment is due and participate in the day's discussion. This assignment assesses CLOs 2 and 3.

Policy Paper Problem Statement (Due December 2nd at 11:59p)

This assignment serves as an early "first draft" of your policy paper. It is a 1-2 page document that outlines a public problem including the problem's scope, magnitude and trend citing relevant sources including government reports and academic articles. This assignment assesses CLOs 2 and 3.

Midterm Exams (Beginning of Class, September 11th and November 9th)

The midterm exams will consist of multiple-choice questions. A review sheet of relevant terms and essay questions will be provided ahead of time. These exams will assess CLOs 1 and 3..

Final Examination (9:45am, December 16th)

The final exam will consist of multiple-choice questions. A review sheet of relevant terms and essay questions will be provided ahead of time. These exams will assess CLOs 1 and 3.

Assignment	Due Date	CLOs evaluated
Simulation Memo #1	September 9th	2 & 3
Mid-term Exam #1	September 11th	1 & 3
Staffing Memo	September 21st	1 & 3
Government Abuse Memo	September 28th	1 & 3
Simulation Memo #2	October 12th	2 & 3
Case Study Memo	October 26th	2 & 3
Exam #2	November 9th	1 & 3
Ethics Simulation Memo	November 16th	2 & 3
Policy Problem Statement	December 2nd	2 & 3
Final Exam	December 16th	1, 2 & 3

While I expect you to attend class regularly, per University Policy F-15-12 (<http://www.sjsu.edu/senate/docs/F15-12.pdf>), students will not be graded on daily attendance. One of the purposes of this class is to help simulate the stamina necessary to stick with a project day-in, day-out even as your interest in it naturally waxes and wanes. It is very, *very* unlikely that a student who misses class regularly will do well. More importantly, classroom discussion will

tease out much of the important nuance in the readings. As such, regular attendance is strongly encouraged.

Assignments and exams will be weighted accordingly:

Assignment	%
Midterm Exam #1	20
Midterm Exam #2	20
Final Examination	25
Class Assignments (35%)	
Simulation Memo #1	5
Simulation Memo #2	5
Case Study Memo	5
Ethics Memo	5
Staffing Memo	5
Government Abuse Memo	10

Your grade will be calculated as follows:

Grading Paradigm					
98 to 100%	A plus	93 to 97.9%	A	90 to 92.9%	A minus
87 to 89.9%	B plus	83 to 86.9%	B	80 to 82.9%	B minus
77 to 79.9%	C plus	73 to 76.9%	C	70 to 72.9%	C minus
67 to 69.9%	D plus	63 to 66.9%	D	60 to 62.9%	D minus
			Below 60%	F	

Make-up/Late Policy

There are no make-up exams or other assignments without appropriate documentation (serious medical illness or serious medical emergency, religious holiday, pre-approved university-sanctioned event or activity, military orders, family emergency) that you were unable to complete the assignment on time.

This also applies to in-class assignments. If you are seriously ill, you must notify me as soon as possible by email or on my office phone that you will be unable to complete an assignment on time. Except in cases of documented medical emergency, you *must* notify me before the scheduled assignment.

Out of fairness to your colleagues, work, missing an alarm, and generally not feeling well will not be accepted excuses for missing assignments. Be sure you schedule all of our assignments right away. If you have a vacation or similar event planned during one of these assignment days, you may want to take this course during another session or make arrangements to hand in the assignment early.

Major assignments like the policy paper will be graded if handed in late; however, these will be penalized commensurate with how late they were. If you have reason to think you will not make a deadline, always at least discuss it with me first. I can't guarantee anything, but I can guarantee a fair hearing. Communication will always lead to a better outcome for you than not communicating.

Classroom Policies and Protocol

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>"

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Political Science Department Writing Policy

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks. Ideas from others must also be referenced. Failure to cite your sources constitutes academic misconduct, which carries with it serious sanctions. A tutorial on citations is available at <http://libguides.sjsu.edu/writeandcite>. The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center visit <http://www.sjsu.edu/writingcenter/>.

Useful Information for Students

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources

and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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Please note, the schedule below is subject to change with fair notice. It is the student's responsibility to stay apprised of changes to the course schedule.

Course Schedule

Date	Topic	Readings/Media	Due
Unit #1 - The Policymaking Process			
19-Aug	Class Introduction and Overview	<i>Gendler Introduction</i>	
24-Aug	Public Policy, Public Management & Politics	Kraft & Furlong - Chapter 1	
26-Aug	The Logic of Government Intervention and Management		
31-Aug	Government Institutions and Policy Actors	Kraft & Furlong - Chapter 2	
2-Sep	Understanding Public Policymaking	Kettl - Chapter 3	
7-Sep	Veterans Day - No Class!		
9-Sep	Policy Interconnectedness through Simulation	Democracy 3	Simulation Memo #1
11-Sep		Exam #1	
Unit #2 - The Importance of Bureaucracy, Management and Staffing			
	The Problem of the Problems We Don't Think About		
14-Sep		Lewis - Prologue	
16-Sep	Staffing is Policy I	Lewis - Tail Risk	
21-Sep	Staffing is Policy II	Lewis - People's Risk	Staffing Memo
23-Sep	The Bureaucracy and Data	Lewis - All the President's Data	
28-Sep	How to Conduct the People's Business	None	Government Abuse Memo
Unit #3 - Public Management			
30-Sep	How the Bureaucracy Functions	Kettl - Chapter 2	
5-Oct	What is Public Administration?	Kettl - Chapter 3	
7-Oct	The Executive Branch	Kettl - Chapter 5	
12-Oct	Policy Systems through Simulation	Democracy 3	Simulation Memo #2
14-Oct	Organizational Theory	Kettl - Chapter 4	
19-Oct	The Civil Service	Kettl - Chapter 8	
21-Oct	Managing Human Capital	Kettl - Chapter 9	
26-Oct	Case Study: For-Profit Prisons	CQ - Chapter 2 (Canvas)	Case Study Memo
28-Oct	Accountability to Congress: Administrative Discretion	Kettl - Chapter 14	
2-Nov	Accountability to the People: Administrative Responsiveness	Kettl - Chapter 1, NPM Readings	
4-Nov	Administrative Reform	Kettl - Chapter 13	

9-Nov		Exam #2	
Unit #3 - Policy Analysis and Evaluation			
11-Nov		Veterans Day - No Class!	
16-Nov	Evaluative/Administrative Ethics	Canvas Readings	Ethics Simulation Memo
18-Nov	Policy Analysis: An Introduction	Kraft & Furlong - Chapter 4	
23-Nov	Public Problems and Policy Alternatives	Kraft & Furlong - Chapter 5	
25-Nov		Thanksgiving Break – No Class!	
30-Nov	Assessing Policy Alternatives	Kraft & Furlong - Chapter 6	
2-Dec	The Logic of Program Evaluation	Kraft & Furlong - Chapter 6	Policy Problem Statement
7-Dec	Parting Thoughts on PA in the Future		
Final Examination – Monday, December 16 th @ 9:45am			