



PUB AFRS 2500 (32791)
History of Public Administration
3 Credit Hours
Spring 2018

Tuesday - Thursday, 11.10 a.m. – 12.30 p.m.
Page Hall 010

Instructor Professor Jos C.N. Raadschelders, PhD
Email raadschelders.1@osu.edu
Office 350d Page Hall
Office hours by appointment

COURSE OVERVIEW

General Education Category Learning Objectives – Historical Study

Goal: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected GE Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity;
2. Students describe and analyze the historical origins and nature of contemporary issues;
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events in their historical context.

Course Learning Goals and Objectives

Upon successful completion of this course students will:

- Gain a fundamental understanding of the history of government in the United States and throughout the world;
- Develop familiarity with motives and methods of comparative analysis;
- Apply public administration and social sciences concepts and frameworks that provide understanding of the role and position of government in society over time and in its context;
- Communicate course subject matter through written and oral formats.

BASIS FOR ASSESSMENT

Your grades will be based on the following exams and assignments:

Exam #1 (10% of grade; January 30, regular class time)

The first exam will cover the basic concepts with which we can understand the emergence and development of government over time, and will include basic knowledge about comparison as a method to acquire knowledge and understanding and about primary and secondary sources concerning the role and position of government across time. **I do not administer make-up exams.**

Exam #2 (20% of grade; February 22, regular class time)

The second exam will cover knowledge about structures of government over time, including attention for territorialization and bureaucratization, state-making and nation-building, types of political-administrative systems, and bureaucracy as organization and personnel system. **I do not administer make-up exams.**

Exam #3 (20% of grade; April 5, regular class time)

The third exam will cover functions and services of government over time, specifically traditional (defense, order and safety, taxation, economy) and welfare tasks and services (including health care, social security, and education). **I do not administer make-up exams.**

Paper #1 (20% of grade, due on March 20)

Describe Role and Position of Government on the Basis of a Primary Source in its Time and Context (4 pages)

The role and position of government in society are not set in stone. What the proper role and position of government ought to be in relation to society at large has been debated over time and in any context. The object of this paper is to develop familiarity with using a *primary source* to inform yourself about this role and position of government in time.

Why are *primary sources* so important and, consequentially, is it important that you know this? The answer is actually quite simple. In the study of history it is almost always impossible to access those who make history, i.e., talk to people from all strata of society about something that is of interest to you. Just think of the stories you heard from your parents and grandparents about the 1960s, the Second World War and the Great Depression. You can access their experiences directly by talking with them. Those are first-hand experiences transmitted to you, and as such they are *oral primary sources*. But, when you are interested in what prompted any event in the past most of the time you can only rely on *written primary sources*. For this assignment you only need to access one written primary source, but keep in mind that all over the world there are many archives and museums that serve as a depository for written primary sources.

Specifically, your paper should include:

- a) a brief description of the document you selected (1 page).
You can pick any document, ranging from, for instance, the Code of Hammurabi, the American Bill of Rights, the 1954 Brown V. Board of Education decision, but it could also be a speech (e.g., George Washington's Farewell Speech), a treatise (Thomas Paine's *Common Sense*) or

even a book (e.g., Machiavelli's *The Prince*). You can find many examples of such documents on the website of a large project spearheaded by Yale University: <http://avalon.law.yale.edu/>. This website contains documents organized by time period (ancient; medieval; and then one page each for the 15th up to the 21st century). As you might expect, many documents concern the colonies and the states that became part of the United States. However, you are certainly welcome to pick a document from another country (for instance, when you are a foreign student). A website where you can find primary documents organized by time period from all European countries is <http://eudocs.lib.edu/index.php/>;

b) a description of the time and context in which it was issued (1 page);

c) a description of who issued the document and why it was issued (1 page);

d) a description of the reception of the content of the document (for instance: the reception of the content of the Magna Carta; the published disagreement about the content of the American Constitution between Federalists and Anti-Federalists; the reception and subsequent references to George Washington's Farewell Speech) (1 page);

e) use at least three scholarly sources (books, articles) to help analyze the primary document of your choice in order to arrive at an integrated perspective (i.e., multiple understandings) on the information gathered about items b, c and d of your paper.

For this paper the student should discuss her/his choice of document with the instructor. It is advised to begin selection early in the semester.

Paper #2 (20% of grade; due April 10)

Public Organization History or Policy History Paper (4 pages)

The *public organization history* paper or the *policy history* paper is meant to provide you with an opportunity to examine the emergence and development of an organization or a policy over time by accessing both **written and oral primary sources** and **written secondary sources**. The latter are generally studies based on oral and written primary sources. This enables you to see how role and position of government changed over time. Select an organization or a policy that is of interest to you; you are free to choose any country and any level of government. You will be graded on the quality of your writing and your content.

Specifically, the paper should include:

1) a brief description of the contemporary organization or policy and of the societal and cultural context in which the organization operates or the policy unfolds (0.5 page);

2) a description of the emergence and development of the organization or policy on the basis of **written, primary** and **secondary sources** (2 pages);

3) a description of how employees perceive the development of the organization or policy on the basis of an interview (which is an **oral primary source**) (1 page);

4) a reflection upon how knowledge and understanding of emergence and development of an organization or a policy helps you to understand contemporary challenges (0.5 page).

For this paper the student is advised to focus on the past two centuries. The instructor can provide suggestions for literature sources and help with selecting an organization or policy as well as a country and a level of government.

Both papers must meet the following formatting requirements: double-spaced, 12 point font, page numbers, stapled in top-left corner, and 1" margins. Hard copies are due at the indicated due date. **You will lose half a letter grade for every day that a paper is late.**

Grading the reflections will include syntax, grammar, spelling, and punctuation. Typos, inconsistencies, punctuation and apostrophe errors, misspellings (e.g., do to the circumstances, stakeholders, the write thing to do, weather she is able, this is boaring, I am board, look over hear, proffessor, proffesser, its really wrong, it's content is wrong, relivant, explination, case study's, regestration, entusiasim, excepting an offer, practicle examples, aplication, discriptions, principle-agent theory, dimation, heirarchy, charasmatic, I except your offer, the shear amount, etc., etc.) and the like are not acceptable.

Also: when referring to people use 'who', when writing about things use 'that'; numbers up to twelve are written as a word, 13 and up are written as a number; do not mix present and past tense in one section; do not mix singular and plural in one sentence; check statements you hear in the news for their correctness and provide sources that confirm or question such statements. The student can ask the instructor to read the draft of an assignment, but only comments on its substantive content will be provided.

Attendance (10% of grade)

Your attendance grade is a straightforward calculation of the percentage of classes you attended. Attendance is only a small portion of student grades, but performance on graded assignments and exams typically depends on the extent to which students have absorbed information provided in class. **I do not excuse absences except in cases of family or health emergency and religious holidays** (in any of these cases examination can be rescheduled).

Transformation of numerical grades to letter grades will correspond to this schedule:

A	93-100	C+	77-79.9	E <	59.9
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

TEXTS

The following literature is prescribed for class:

Required book:

- Jos C.N. Raadschelders, Eran Vigoda-Gadot (2015). *Global Dimensions of Public Administration and Governance: A Comparative Voyage*. San Francisco: Jossey-Bass/Wiley. ISBN 978-1-119-02619-8 (pbk), 978-1-119-02612-9 (ebk).

The following five readings will be available in Carmen/Canvas:

- Mordecai Lee (2012). US Administrative History: Golem Government. In B. Guy Peters, Jon Pierre (eds.), *The SAGE Handbook of Public Administration*. Los Angeles: Sage Reference, 187-199.
- Jos C.N. Raadschelders (2000) Administrative History of the United States: Development and State of the Art. *Administration & Society*, 32(5), 499-528.

- Jos C.N. Raadschelders (2010) Is American Public Administration Dissociating from Historical Context? On the Nature of Time and the Need to Understand Government and its Study. *American Review of Public Administration*, 40(3), 235-261.
- Jos C.N. Raadschelders (2015). Changing European Ideas about the Public Servant: A Theoretical and Methodological Framework. In Fritz Sager, Patrick Overeem (eds.), *The European Public Servant: A Shared Administrative Identity?* Colchester: ECPR Press, 15-34.
- Jos C.N. Raadschelders (2017). Administrative History as a Core Element in the Study of Public Administration. In Jos C.N. Raadschelders, Richard J. Stillman II (eds.), *Foundations of Public Administration*. Irvine, CA: Melvin & Leigh Publishers, 40-56.

* These readings will be posted to Carmen; additional reading may be posted on Carmen.

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

SCHEDULE

*Available on Carmen

- RV = Raadschelders/Vigoda-Gadot; ML = Mordecai Lee; JR00 = Raadschelders 2000; JR10 = Raadschelders 2010; JR15 = Raadschelders 2015; JR17 = Raadschelders 2017.

PART 1: The Study of Administrative History

Students will be assigned approximately 40 pages of reading per week. This will be less or none in the weeks that there are exams.

Week 1: Introduction to Class

January 9: Introduction: students, instructor, expectations
Why History of Government?

Reading: JR17

January 11: Government in Society: Contemporary and Historical Perspectives

Reading: RV pp.1-12 and pp.407-421

Week 2: Comparative Public Administration and Administrative History

January 16: The comparative approach to understanding government and the importance of (geographical) context

Reading: RV pp.427-474

January 18: A historical perspective upon practices by and thoughts about government through *written and oral primary sources* and through *secondary sources*

Reading: JR10, 25 pp.

Week 3: Core Concepts for Understanding Government and Society in Time

January 23: From physical to imagined communities

Reading: RV pp.17-22

Brief description due of paper #1.
January 25: Nomadic, agricultural, industrial, and service societies
Reading: RV pp.23-32

PART 2: Structure of Government over Time

Week 4: Organizing Government throughout History

January 30: **Exam #1** (40 minutes) Concepts of administrative history: what is it?, the comparative (i.e., contemporary and historical) perspective, primary and secondary sources, and development of the interplay of government and society over time

Concepts and Comparison for Understanding Governing in Time (20 minutes)

All government started local and became upper-local (20 minutes)

Reading: RV pp.32-40

February 1: Brief discussion and feedback on exam #1 (20 minutes)

Lecture: Two main structural features: territory and bureaucracy (60 minutes)

Reading: RV pp.41-69

Week 5: The Basic Superstructure of Government

February 6: State-making, nation-building, and citizenship

Reading: RV pp.71-95

February 8: Types of political-administrative systems

Reading: RV pp.98-128

Week 6: Bureaucracy as Iron Cage and Scaffolding for Thought

February 13: Bureaucracy framing action: stereotype, culture, and continuous reform

Reading: RV pp.129-186

February 15: Bureaucracy as personnel system

Brief description due of paper #2.

Reading: RV pp.187-217; JR15

Week 7: Exam Week

February 20: Review of material for exam #2

February 22: **Exam #2**: structures of government over time, including attention for territorialization and bureaucratization, state-making and nation-building, types of political-administrative systems, and bureaucracy as organization and personnel system.

PART 3: Functions of Government over Time (especially in the past 200 years)

Week 8: Government's Regalian Functions

February 27: brief review exam #2

Defense of the territory against outside threat: military and defense

Reading: RV pp.221-236

March 1: Defense of the territory against internal threat: police and justice
Reading: RV pp.236-274

Week 9: Financing Regalian Functions

March 6: Taxation: we cannot make it nicer, but can make it easier
Reading: RV pp.292-309

March 8: Monitoring and structuring the economy
Reading: RV pp.276-291

Week 10: Spring Break, March 12-16

Week 11: Social-Economic Services

March 20: Planning and zoning
Reading: RV pp.322-332

Paper #1 due

March 22: Industry, trade and energy
Reading: RV pp.311-321 and 332-348

Week 12: Welfare Services

March 27: Education and health care
Reading: RV pp.349-381

March 29: Social security
Reading: RV pp.381-406

Week 13: Exam Week

April 3: Review of material for exam #3

April 5: ***Exam #3***: functions and services of government over time, specifically traditional (defense, order and safety, taxation, economy) and welfare tasks and services (including health care, social security, and education).

PART 4: History of American Government

Week 14: American Government: From the Colonies to the Present

April 10: brief review exam 3;
Major phases in the development of American government
Reading: JR00, 29 pp.

Paper #2 due

April 12: Is American government too big?
Reading: ML, 12 pp.

Week 15: Conclusion of Class

April 17: Discussion of student papers: primary documents
April 19: Discussion of student papers: organizations or functions/services of government

Week 16: Conclusion of Class

April 24: Discussion of student papers

COURSE POLICIES

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>
Ten Suggestions for Preserving Academic Integrity: <http://oaa.osu.edu/coamtensuggestions.html>
Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

Glenn College Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely

fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org

Workload/Course expectations

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. So for a three-credit class, you should expect 42 hours (i.e., 14 hours per credit) of in-class instruction and about twice that outside of class preparing and doing homework and assignments. Let the instructor know if this gets out of proportion.

Grade Appeals

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

Helpful Resources

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>).

Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, David Lincove (lincove.1@osu.edu), who can help provide research assistance. For more information and links to some common public affairs resources, see - <http://go.osu.edu/8gx>.