Public Affairs 8000  
Public Policy & Management – Foundations & Approach  
Fall 2013  
4 Credit Hours

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Course Description

This course traces the intellectual currents in the study of public administration broadly defined (i.e., including public policy, public management, and governance literatures). The course provides an in-depth introduction to research and theory in the study. It is intended to familiarize students with major research streams in the study and with issues and debates involved in them. Further, it is intended to assist students in thinking about and planning their own research directions.

Objectives

The purpose of this course is to introduce doctoral students to the intellectual conversations about the nature and scope of the study of public administration in the United States. Where possible, comparative observations will be made (especially with regard to public administration in Europe). This introduction will facilitate the ability to:

a) develop a “conceptual map” of the major contributors and their intellectual relationships;
b) identify the major theoretical and practical issues and questions in the study and some of the answers that have been given;
c) examine research approaches used to address public administration questions;
d) develop the ability to think critically, synthetically, and to develop new theory;
e) learn the craft of writing academic papers;
f) develop familiarity with some of the literatures relevant to public administration.

Course Assignments and Grading

1. readings presentations: 20% (weeks 3-4, 6-13; 10 presentations total)  
2. seminar participation: 20%  
3. one classic book presentation 10% (week 5)  
4. one classic book report 10% (due week 5)  
5. two primer book analyses and critiques: 20% (due before Thanksgiving)  
6. research design paper: 20%

Transformation of numerical grade to letter grade will be according to the schedule below:
Assignments in detail

1. **The first assignment**: weekly reading presentations are to be prepared to discuss the readings for the day through the preparation of critiques of (some of) the week’s readings (except weeks 1, 2 and 5; and write a critique of it; pay attention to whether the article contributes to research (theory, etc.) and/or practice. Each student will select in class one of the texts marked with * the week prior to the presentation. So the selections for week 3 are conducted in week 2, the selections for week 4 are picked in week 3, etc. Obviously, each student will pick a reading different from the others. All students are expected to read the reports for that week, prior to class.

Prepare the memo according to the following presentation guidelines:
- Summaries and critiques should be made available to the class by Tuesday night so that we have the time to read, think about, and formulate our questions before class on Wednesday. To make copies available, email a copy of your review to everyone in class (including the instructor);
- you will have ten minutes for your oral presentation. No more than half the time should be used for summarizing the author’s main points;
- your presentation should consist of:
  a) summary of author’s main points,
  b) state what you found positive about the article, e.g., the theoretical approach, use of methodology, insights into the practice of administration, policy and management, contribution to research, relevance to practice, etc.
  c) state your critique, e.g., deficiencies in theory, weaknesses in research method, weak presentation, unclear tables/graphs, mismatch between main question and conclusion, level of generalizability (e.g., mismatch between title and actual content),
  d) state what you think the implication are for public administration, management and policy.

The summary and critique should be 2-3 pages, double-spaced, have page numbers, 1” margins, and stapled in the top-left corner.

2. **The second assignment**: Seminar participation is dependent upon how well you summarize, critique, and present the article AND listen and react to the presentation made by your peers of their assigned articles. Class discussion will bring out the subtleties, connections to other works, and the relevance and power of these ideas for modern theory and practice. Your assignment includes reading others’ critiques the night before, listening to their presentation, and providing your own critique. Most of the readings tend to be quite short, but nonetheless, compact and intense. Each student is responsible for leading the class discussion on the article/chapter s/he presented, but others can be asked to comment about the reading.
Do not read from your critiques! You should understand the reading and your critique of the work sufficiently that you need only refer to your notes, not read from them.

3-4. **The third and fourth assignment: Classic book presentation and report** addressing one of the books marked with * in week 5. Each presentation should be about 15 minutes, followed by 15 minutes of discussion.

5. **The fifth assignment: Write a critique of the books** Kevin B. Smith and Christopher Larimer (2013, second edition), *The Public Policy Theory Primer* and H. George Frederickson, Kevin B. Smith, Christopher W. Larimer, and Michael J. Licari (2011, second edition), *The Public Administration Theory Primer*. You will present one of your critiques at the end of the semester. Prepare the critiques according to the following guidelines:
   a) summary of authors’ main arguments about the major developments in the study, and where the study needs to go to improve and develop further;
   b) evaluation of the authors’ analyses – positive points: their observations about major developments in the study that deserve emphasis and their analyses about them;
   c) evaluation of authors’ analyses – negative points: developments that they overemphasize and/or did not emphasize enough or left out and their analyses of developments you found lacking;
   d) implications – conclusions about the state of the study and where it needs to go based in your analysis in points 1-3.

Each critique should be 6 pages, double-spaced, have page numbers, 1” margins, and stapled in the top-left corner.

6. **The sixth assignment: Write a research design for a public management or public policy problem.**

See week 2; the research design paper should be about 10 pages, double-spaced, have page numbers, 1” margins, and stapled in the top-left corner.

**Texts**

Make-ups will only be given for those students who become ill or have a death in their immediate family. Papers which are one day late (i.e., after the hour on the day due in the seminar) will have the grade lowered by one-half. When two days late, a full letter grade will be subtracted. More than two day late and you will receive no points for the paper. No late presentations will be accepted. No incompletes will be given. However, if you have flu
symptoms – coughing, sneezing, runny nose, fever, etc., do not come to class and contaminate your classmates. Please email the instructor so that alternate arrangements can be made.

**Schedule**

NOTE: readings marked * will have to be selected

**Week 1, August 21: Introduction and the Big Ideas of Public Administration**
Introduction to class: expectations, reading as nourishment
Lecture on the nature of the study: PA, PP, PM, Governance
Discussion of prescribed readings:


**ATTENTION:** students are expected to read these three articles before class, but do not have to write a critique.

**Week 2, August 28: Research Design**

Guest lecture: Dr. Craig Boardman

**Week 3, September 4: Public Management – The Field**
Lecture: fragmentation of knowledge

Presentation and discussion of assigned readings:


**Week 4, September 11: Public Policy – The Field**

Lecture: planning and the malleable society

Presentation and discussion of assigned readings:


**Week 5, September 18: Classics of Public Administration**

Lecture: science and *Wissenschaft*

Prescribed reading: Fry and Raadschelders, chapters 1 – 10 (especially 10)

General discussion of public administration as a study leading into the student presentations.

Presentation and discussion of assigned books:


**Week 6, September 25:** Public and Private Management
Lecture: demarcated sectors or embedded continuums.

Presentation and discussion of assigned readings:
- Policy Letter – Office of Management and Budget on Inherently Public Functions

**Week 7, October 2:** Research Issues
Lecture: knowledge and/or publication as research objectives


**Week 8, October 9: Decision Making and Strategic Management**

Lecture: decision making theories

Presentation and discussion of assigned readings:

**Week 9, October 16: Accountability and Control**

Lecture: NPM and the rise of the regulatory state – unintended consequences

Presentation and discussion of assigned readings:


**Week 10, October 23: The Environment of Public Management and Policy**

Presentation and discussion of assigned readings:


**Week 11, October 30: Administrative Reform**

Presentation and discussion of assigned readings:


Week 12, November 6: **Comparative Public Management**

Lecture: Intellectual traditions in the study of public administration – similarities and differences between the USA and European countries

Presentation and discussion of assigned readings:


Week 13, November 13: **Public Law and Public Administration**

Lecture: Path dependency – understanding the presence of the legal past

Presentation and discussion of assigned readings:


Week 14, November 20: Presentation of Research Design Papers  
Week 15, November 27: Thanksgiving

IMPORTANT INFORMATION

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

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.

ADA Statement

Students who have documented any learning disabilities with the Office of Disability Services are encouraged to meet with the course instructors to discuss arrangements for any approved accommodations. Please contact the Office of Disability Services at 292-3307 if you have any
questions. Students requiring modified versions of written materials (large print, Braille, tape, etc.), class modifications (e.g. American Sign Language), or an alternate format for submission of written materials, please privately contact one of the instructors. Every effort will be made to work with you to accommodate your specific learning needs.