

SCHOLARLY FOUNDATIONS OF POLITICS AND ADMINISTRATION

RPAD 702
FALL 2021
SYLLABUS

ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY
DEPARTMENT OF PUBLIC ADMINISTRATION AND POLICY

Instructor: Professor Stephen B. Holt

Meeting schedule: Tuesday, August 24th through Tuesday, November 30th

Class information: Class Time, 4:30 pm - 8:10 pm, Husted 217

Office hours: Thursdays or Fridays 3:00 PM to 5:00 PM; by appointment

Office location: Via Zoom

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Phone: 518-442-3855

1 Course description

This course explores the complex interplay between democracy, politics, and administration in the United States. Our aim is to begin developing an understanding of the contemporary role public organizations play in the political process and broader democratic context. To this end, we will examine the major intellectual and constitutional origins and subsequent evolution of American government and public administration. We will also explore various theories that (1) inform our understanding of the roles and responsibilities of modern public organizations and administrators, and (2) explain current governance arrangements.

By the end of this course, students should have:

- Gained a basic understanding of the central debates surrounding the legal, political, and civil/social dimensions of U.S. public administration,
- Acquired the knowledge necessary to think critically about the role of U.S. public administration in the political process and contemporary society, and
- Learned how to apply various theoretical lenses when tackling political-administrative issues.

2 Required Text

Throughout the course, students will be expected to read several books (see reading list below) and articles. When possible, course materials will be posted on Blackboard.

3 Assignments

3.1 Overview

The following assignments will form the basis of your grade in this course:

- Final Paper (70% of final grade)
- Paper proposal (15% of final grade)
- Discussion leader (10% of final grade)
- Participation (5% of final grade)

NOTE: All assignments will be turned in via Blackboard.

3.2 Final Paper

Students will be required to prepare a publication quality manuscript in one of two stages: 1) a full manuscript with analysis (for students who have necessary methodological training) or 2) a research proposal.

A full manuscript should follow the format of an academic journal article: introduction, background and theory, hypotheses to be examined, data and methods used to test the hypotheses, discussion of results, and conclusion. For students who lack the methodological preparation to complete the analysis, a research proposal will be substituted for a full manuscript draft. The format should be the same; however, students will instead describe the research design and data they would use to test the theoretical propositions made in their research proposal, the methods they would use to analyze the data, and articulate how and why such research would contribute to the literature of their chosen proposal topic. Research proposals should use either extant data, originally collected administrative or survey data, or mixed methods that incorporate focus groups, interviews, etc. alongside survey or administrative data.

Pre-writing tasks. To ensure students are on track, students are required to submit a two-page summary of their proposed paper by ***October 5th at midnight via Blackboard.*** ***The summary should include: a clear summary of the theories used to form hypotheses in the paper, the research questions the paper seeks to answer, a clear summary of the data and research design that will be used, and a preliminary list of the literature that will inform the paper. I will not accept late submissions of summaries.*** I will return summaries with feedback within 7 days after submission.

Formatting. There is no length requirement, but papers should be 20-30 pages excluding tables, figures, and references. Students should use APA formatting for their citations.

Submission of papers. The first draft of the final paper will be submitted on November 9th by midnight through Blackboard. Note that this is two weeks before the final class. Each

student will review two of their classmates' papers and draft a referee report, due to the author and via Blackboard by midnight on November 23rd. Students will then 1) edit their paper in response to the referee reports, and 2) prepare a response document that describes how their revisions address each reviewer comment or, if no edit was made, explains why. Both the response document and revised final paper will be due by Midnight December 7th on Blackboard.

Late assignments. Late work will not be accepted and students who turn in work late will receive no credit.

3.3 Discussion Leaders

Each week, students will be assigned a reading to summarize and lead the class discussion concerning that reading. When leading discussion for a reading, students should prepare one-page, single-spaced summaries of the reading, verbally summarize the reading in class, identify points the student found interesting, and identify potential issues, limitations, or gaps in the ideas presented in the readings. **The summaries are to be emailed to the professor the day before class.** The professor will post the summaries to Blackboard to facilitate notes sharing across the class. TIP: If all students take good, useful notes, this will be a highly valuable resource for recalling, retaining, and studying the core ideas and concepts covered in the class.

3.4 Participation

A big part of learning comes from class discussion and participation in class activities. **NOTE: There will be in class activities in most weeks.** You can do neither if you do not attend class. Attendance will be tracked and points will be subtracted for absences not cleared with me ahead of time. In addition to attendance, sustained and regular contributions to class discussion will be factored into the class participation grade for the semester. Note that while participation only affects 5% of your final grade, it can mean a difference of a full letter in the grade you receive. In education, as with most things in life, what you get out of an act is a function of what you put into that act. Consider this my small way of nudging you towards getting all you can out of this class.

4 Class policies

- **COVID-19 Related Policy:** You may have noticed that office hours will be conducted via Zoom. This precaution is to ensure we minimize our potential of spreading COVID-19 to each other to the extent possible. In addition, regardless of vaccination status, **all students must wear a mask at all times in the classroom.**
- Academic work requires professional conduct befitting of budding scholars. I expect doctoral students to be respectful in discussion, willing to ask questions, open to (constructive) critique and feedback, and intellectually curious about a variety of perspec-

tives. In addition to good scholarly conduct, I expect general professionalism, such as punctuality, adhering to deadlines, and preparedness. All writing for the course should be carefully edited and proofread for quality and clarity. When presenting to the class, communicate audibly and clearly and respond to any questions and comments with respect. When watching a presentation, be respectful and attentive and contribute thoughtfully to the discussion.

- After the first week, readings for each week should be completed by the Wednesday of that week (that is, BEFORE CLASS!). While much of the class reading comes from the text, I will cover other material in my lectures. **You will be responsible for knowing this material too!**
- **A large body of well-designed research has demonstrated the detrimental effects of laptops on learning in a lecture/discussion based environment. Laptops should only be used for note-taking, nothing more. Cellular phones are not to be used during class time!**
- Attend class! Again, class participation is 5% of your grade, and you can't participate if you're not in class. If you DO need to miss class (emergencies, sickness, etc.), please contact me as soon as possible and let me know. It will be your responsibility to notify me and to get any notes/materials from other students.
- Cell phones: we all have them, and they can be quite distracting. I ask that you please be courteous and silence your cell phone and leave it out of sight (in a pocket/purse/bag) during class.
- Feel free to eat and drink in class. I only ask that you do so quietly and in a manner that does not disrupt class.
- All assignments and, where possible, readings will be posted to the class Blackboard. I will email any announcements or updates to the class and also post them in the Blackboard. Report any trouble accessing anything on the Blackboard as soon as you encounter the problem.
- I have a strict open door policy. If there is anything about the course, the assignments, the grading, the material, class, or anything related to public administration broadly that you would like to discuss, do not hesitate to visit me during office hours or email me. I can respond via email, schedule a phone call, or schedule a separate meeting. I am here to help, so please do not hesitate to reach out to me. (But please be respectful of my time!)
- **Have fun!** Public administration is a broad topic that explores big, important questions that affect everyone. Discussing these topics should be as fun and interesting as it is challenging.
- Table 1 below lays out the grading scale that will be used in assigning final course grades. **Note: the percent refers to the percent of available weighted points**

earned. Each assignment is weighted by the proportion of the final grade made up by the assignment itself, as described in Section 3.1.

- Students with special physical and/or learning needs will be accommodated. Please notify the Disabilities Office and me as soon as possible so that reasonable accommodations can be made.

Table 1: Grade scale used for calculating class grades

Percent	Grade	Points
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

4.1 Academic integrity

Academic honesty is something your professor takes very seriously. Cheating in any form will not be tolerated. Students are required to be familiar with the university's academic honesty policies; ignorance is not an excuse for dishonest behavior. In all cases of cheating, a Violation of Academic Integrity Report will be submitted to the Dean of Graduate Studies to be placed in your university file, with copies provided to you, the department head, and the Dean of Rockefeller College. Additional penalties may include some combination of the following: revision and re-submission of the assignment, reduction of the grade or failure of the assignment, reduction of the course grade or failure of the course, filing of a case with the Office of Conflict Resolution and Civic Responsibility, suspension, or expulsion. For a more detailed description of the university's academic honesty policies, go to: http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity.

4.2 Students with Disabilities

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability.

The Disability Resource Center (DRC) offers assistance with accommodations and support for physical, medical, or psychological disabilities (518-442-5490; 120 BA). Information

about DRC's services can be found at <http://www.albany.edu/disability/index.shtml>.

If you have a disability for which you may request accommodation in this course and have not contacted DRC, please do so as soon as possible. Also, please feel free to contact the professor privately.

4.3 Counseling Center

The Counseling Center (518-442-5800; 400 Patroon Creek Blvd, Suite 104) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus resources. More information can be found at http://www.albany.edu/counseling_center/index.shtml

4.4 Library Assistance

SUNY-Albany offers a great collection available in several different media. Access to research help and library tutorials can be found online at <http://library.albany.edu/>

For information about SUNY-Albany's Dewey Graduate Library, which is located on the Downtown Campus, visit <http://library.albany.edu/dewey?source=drop>

4.5 Writing Center

The university offers a number of services for students who need assistance with writing and research projects. Support is available in the Writing Center (518-442-4061; 140 HU) and at the University Library. Information about the Writing Center can be found at <http://www.albany.edu/writing/index.html>

4.6 Title IX and Sexual Violence Prevention

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities. The SUNY-wide Sexual Violence Prevention and Response Policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. The SUNY-wide Sexual Violence Prevention and Response Policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities. The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses.

Confidential support and guidance can be found through the Counseling Center (518-442-5800, Counseling Center), the University Health Center (518-442-5454, Health Center), and the Interfaith Center (518-489-8573, Interfaith Center). Individuals at these locations will not report crimes to law enforcement or university officials without permission, except for in extreme circumstances, such as a health and/or safety emergency. Additionally, the

Advocates at the University at Albany’s Advocacy Center for Sexual Violence are available to assist students without sharing information that could identify them (518-442-CARE, Advocacy Center).

Sexual offenses can be reported non-confidentially to the Title IX Coordinator within The Office for Equity and Compliance (518-442-3800, Equity and Compliance, Building 25, Room 117) and/or the University Police Department (518-442-3131, UPD).

Please note, faculty members are considered “responsible employees” at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University’s Title IX Coordinator, including names of anyone involved or present, date, time, and location.

In case of an emergency, please call 911.

5 Class schedule

5.1 Overview of weeks

MONDAY	TUESDAY	WEDNESDAY	SATURDAY	SUNDAY
Aug 23rd	24th 1 Intro to Course	25th	28th	29th
30th	31st 2 Theory and Craft in Public Administration	Sep 1st	4th	5th
6th Labor Day - No class activities	7th 3 Foundations: The Study of Public Administration	8th	11th	12th
13th	14th 4 The Constitutional Basis of Public Administration, Part I	15th	18th	19th

MONDAY	TUESDAY	WEDNESDAY	SATURDAY	SUNDAY
20th	21st 5 The Constitutional Basis of Public Administration, Part II	22nd	25th	26th
27th	28th 6 Democracy and Public Administration	29th	Oct 2nd	3rd
4th	5th 7 Proposal/Paper Summary due Organized Interest and the Political Economy, Part I	6th	9th	10th
11th Fall Break - No class activities	12th 8 Fall Break - No class activities	13th	16th	17th
18th	19th 9 Organized Interest and the Political Economy, Part II	20th	23rd	24th
25th	26th 10 Public Organizations: Role, Responsibility, and Power, Part I	27th	30th	31st
Nov 1st	2nd 11 Public Organizations: Role, Responsibility, and Power, Part II	3rd	6th	7th

MONDAY	TUESDAY	WEDNESDAY	SATURDAY	SUNDAY
8th	9th 12 D1 of Final Paper due Political Control of the Bureaucracy	10th	13th	14th
15th	16th 13 The "Public" In Public Administration	17th	20th	21st
22nd	23rd 14 Referee reports of papers due What is Public? What is Private?	24th Thanksgiving Break - No class activities	27th Thanksgiving Break - No class activities	28th Thanksgiving Break - No class activities
29th	30th 15 Public Administrators as Public Servants	Dec 1st	4th	5th
6th	7th 16 Final Paper and response to reviewers due	8th	11th	12th
13th	14th 17	15th	18th	19th

5.2 Detailed schedule of weeks

Week 1: Introduction to Public Administration

Week 2: Theory and Craft in Public Administration

- David A. Whetten. 1989. What Constitutes a Theoretical Contribution? *Academy of Management Review* 14(4): 490-495. [Blackboard]
- Robert I. Sutton and Barry M. Staw. 1995. What Theory is Not. *Administrative Science Quarterly* 40(3): 371-384. [Blackboard]
- Robert K. Merton 1968. "On Sociological Theories of the Middle Range," in *Social Theory and Social Structure*. New York, NY: The Free Press. [Blackboard].
- Barry Bozeman. 1993. "Theory, 'Wisdom,' and the Character of Knowledge in Public Management: A Critical View of the Theory-Practice Linkage," in *Public Management: The State of the Art*, ed. by B. Bozeman. San Francisco, CA: Jossey-Bass. [Blackboard]
- Melvin J. Dubnick. 1999. Demons, Spirits, and Elephants: Reflections on the Failure of Public Administration Theory. Prepared for delivery at the 1999 Annual Meeting of the American Political Science Association, Atlanta Hilton and Towers and Atlanta Marriott Marquis, September 2-5, 1999. [Blackboard]
- Steven Kelman, Fred Thompson, L. R. Jones, and Kuno Schedler. 2003. Dialogue on Definition and Evolution of the Field of Public Management. *International Public Management Review* 4(2): 1-19. [Blackboard]
- Randall S. Davis and Edmund C. Stazyk. 2017. Putting the Methodological Cart before the Theoretical Horse? Examining the Application of SEM to Connect Theory and Method in Public Administration Research. *Review of Public Personnel Administration* 37(2): 202-218.[Blackboard]
- Robert B. Denhardt. 1981. Toward a Critical Theory of Public Organization. *Public Administration Review*, 41(6): 628-635. [Blackboard]

Week 3: The Study of Politics and Administration

- Michael J. Sandel. 2009. *Justice: What's the Right Thing to Do?* New York, NY: Farrar, Straus, and Giroux.
- John Dewey. 1954. *The Public and Its Problems*. Athens, OH: Swallow Press Books.
- Robert F. Durant. 2014. *Why Public Service Matters: Public Managers, Public Policy, and Democracy*. New York, NY: Palgrave Macmillan.
- Frank J. Goodnow. 1900. *Politics and Administration*. New York, NY: Macmillan.

- James G. March and Johan P. Olsen. 1989. *Rediscovering Institutions: The Organizational Basis of Politics*. New York, NY: The Free Press.
- Woodrow Wilson. 1887. The Study of Administration. *Political Science Quarterly* 2(2): 197-222. [Blackboard]
- Carl J. Friedrich. 1940. "Public Policy and the Nature of Administrative Responsibility," in *Public Policy*, ed. by C. J. Friedrich & E. S. Mason. Cambridge, MA: Harvard University Press. [Blackboard]
- Herman Finer. 1941. Administrative Responsibility in Democratic Government. *Public Administration Review* 1(4): 335-350. [Blackboard]
- Norton E. Long. 1949. Power and Administration. *Public Administration Review* 9(4): 257-264. [Blackboard]

Recommended:

- Alexander Hamilton, James Madison, and John Jay. 2003. *The Federalist Papers*. New York, NY: Signet Classic.
- Ralph Ketcham. 2003. *The Anti-Federalist Papers and the Constitutional Convention Debates*. New York, NY: Signet Classic.
- John Rawls. 1971. *A Theory of Justice*. Cambridge, MA: Belknap Press.
- Charles W. Anderson. 1990. *Pragmatic Liberalism*. Chicago, IL: The University of Chicago Press.

Week 4: The Constitutional Basis of Public Administration, Part I

- Stephen Skowronek. 1982 *Building a New American State: The Expansion of National Administrative Capacities, 1877-1920*. New York, NY: Cambridge University Press.
- John A. Rohr. 1986. *To Run a Constitution: The Legitimacy of the Administrative State*. Lawrence, KS: University of Kansas Press.
- Anthony M. Bertelli and Laurence E. Lynn, Jr. 2006. *Madison's Managers: Public Administration and the Constitution*. Baltimore, MD: Johns Hopkins University Press.
- Paul E. Peterson. 1995. "Functional and Legislative Theories of Federalism," in *The Price of Federalism*. Washington, DC: The Brookings Institution.
- William G. Resh. 2015. *Rethinking the Administrative Presidency: Trust, Intellectual Capital, and Appointee-Careerist Relations in the George W. Bush Administration*. Baltimore, MD: Johns Hopkins University Press.

- Malcom M. Feeley and Edward L. Rubin. 2000. *Judicial Policy Making and the Modern State: How the Courts Reformed America's Prisons*. Cambridge, UK: Cambridge University Press.

Recommended:

- David R. Morgan, Robert E. England, and John P. Pelissero. 2007. "Cities and the System of Intergovernmental Relations," in *Managing Urban America* (6th ed.). Washington, DC: CQ Press.

Week 5: The Constitutional Basis of Public Administration, Part II

- David H. Rosenbloom. 1983. Public Administration Theory and the Separation of Powers. *Public Administration Review* 43(3): 219-227. [Blackboard]
- Laurence J. O'Toole, Jr. 1987. Doctrines and Developments: Separation of Powers, the Politics-Administration Dichotomy, and the Rise of the Administrative State. *Public Administration Review* 47(1): 17-25. [Blackboard]
- Ferrel Heady. 1987. American Constitutional and Administrative Systems in Comparative Perspective. *Public Administration Review* 47(1): 9-16. [Blackboard]
- Richard T. Green. 1992. Constitutional Jurisprudence: Reviving Practice in Public Administration. *Administration & Society* 24(1): 3-21. [Blackboard]
- Ronald C. Moe and Robert S. Gilmour. 1995. Rediscovering Principles of Public Administration: The Neglected Foundation of Public Law. *Public Administration Review* 55(2): 135-146. [Blackboard]
- Charles R. Wise and Rosemary O'Leary. 2003. Breaking Up is Hard to Do: The Dissolution of Judicial Supervision of Public Services. *Public Administration Review* 63(2): 177-191. [Blackboard]
- Thomas J. Catlaw. 2005. Constitution as Executive Order: The Administrative State and the Political Ontology of "We the People." *Administration & Society* 37(4): 445-482 [Blackboard]

Week 6: Democracy and Public Administration

- Dwight Waldo. 1952. Development of Theory of Democratic Administration. *American Political Science Review* 46(1): 81-103. [Blackboard]
- Emmette S. Redford. 1969. *Democracy in the Administrative State*. New York, NY: Oxford University Press.
- Douglas Yates. 1987. *Bureaucratic Democracy: The Search for Democracy and Efficiency in American Government*. Cambridge, MA: Harvard University Press.

- Robert T. Golembiewski. 1981. The Ideational Poverty of two Modes of Coupling Democracy and Administration: Democracy and Administration; Democracy vs. Administration. *International Journal of Public Administration* 3(1): 1-65.
- Robert D. Putnam. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon & Schuster Paperbacks.
- John J. Kirlin. 1996. The Big Questions of Public Administration in a Democracy. *Public Administration Review* 56(5): 416-423. [Blackboard]
- Robert B. Denhardt and Janet Vinzant Denhardt. 2000. The New Public Service: Serving Rather Than Steering. *Public Administration Review* 60(6): 549-559. [Blackboard]
- Sandford Borins. 2011. *Governing fables: Learning from public sector narratives*. IAP.

Week 7: Organized Interests and the Political Economy, Part I

- Anthony Downs. 1957. *An Economic Theory of Democracy*. New York, NY: Harper & Row.
- Mancur Olson. 1965. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press.
- William A. Niskanen, Jr. 1971. *Bureaucracy and Representative Government*. Chicago, IL: Aldine.

Week 8: Organized Interests and the Political Economy, Part II

- Theodore J. Lowi. 1979. *The End of Liberalism: The Second Republic of the United States*. New York, NY: W. W. Norton & Company.
- Terry M. Moe. 1980. *The Organization of Interests: Incentives and the Internal Dynamics of Political Interest Groups*. Chicago, IL: University of Chicago Press.
- Francis E. Rourke. 1984. *Bureaucracy, Politics, and Public Policy*. Boston, MA: Little, Brown and Company.
- Katherine Levine Einstein, David M. Glick, and Maxwell Palmer. *Neighborhood Defenders: Participatory Politics and America's Housing Crisis*. Cambridge University Press, 2019.

Week 9: Public Organizations: Role, Responsibility, and Power, Part I

- William F. West. 1985. *Administrative Rulemaking: Politics and Processes*. Westport, CT: Greenwood Press.
- Elinor Ostrom. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. New York, NY: Cambridge University Press.

- Terry M. Moe. 1989. “The Politics of Bureaucratic Structure,” in *Can the Government Govern*, ed. by J.E. Chubb and P.E. Peterson. Washington, DC: Brookings Institution. [Blackboard]
- Charles T. Goodsell. 1983. *The Case for Bureaucracy: A Public Administration Polemic*. Chatham, NJ: Chatham House Publishers.

Week 10: Public Organizations: Role, Responsibility, and Power, Part II

- Joel D. Aberbach and Bert A. Rockman. 2000. *In the Web of Politics: Three Decades of the U.S. Federal Executive*. Washington, DC: Brookings Institution Press.
- John Brehm and Scott Gates. 2002. *Working, Shirking, and Sabotage: Bureaucratic Response to a Democratic Public*. Ann Arbor, MI: University of Michigan Press.
- Daniel P. Carpenter. 2001. *The Forging of Bureaucratic Autonomy: Reputations, Networks, and Policy Innovation in Executive Agencies, 1862-1928*. Princeton, NJ: Princeton University Press.
- B. Guy Peters. 2010. *The Politics of Bureaucracy: An Introduction to Comparative Public Administration*. New York, NY: Routledge.
- Herd, P. and Moynihan, D.P., 2019. *Administrative Burden: Policymaking by Other Means*. Russell Sage Foundation.

Week 11: Political Control of the Bureaucracy

- Mathew D. McCubbins, Roger G. Noll, and Barry R. Weingast. 1987. Administrative Procedures as Instruments of Political Control. *Journal of Law, Economics, & Organization* 3(2): 243-277. [Blackboard]
- Randall Calvert, Mathew D. McCubbins, and Barry R. Weingast. 1989. A Theory of Political Control and Agency Discretion. *American Journal of Political Science* 33(3): 588-611. [Blackboard]
- B. Dan Wood and Brian Cook. 1989. Principal-Agent Models of Political Control of Bureaucracy. *American Political Science Review* 83(3): 965-978. [Blackboard]
- B. Dan Wood and Richard W. Waterman. 1991. The Dynamics of Political Control of the Bureaucracy. *American Political Science Review* 85(3): 801-828. [Blackboard]
- Jeffrey S. Banks and Barry R. Weingast. 1992. The Political Control of Bureaucracies under Asymmetric Information. *American Journal of Political Science* 36(2): 509-524. [Blackboard]
- Terry M. Moe. 1995. “The Politics of Structural Choice: Toward a Theory of Public Bureaucracy,” in *Organization Theory: From Chester Barnard to the Present and Beyond*, ed. O.E. Williamson. New York, NY: Oxford University Press. [Blackboard]

- Richard W. Waterman, Amelia Rouse, and Robert Wright. 1998. The Venues of Influence: A New Theory of Political Control of the Bureaucracy. *Journal of Public Administration Research and Theory* 8(1): 13-38. [Blackboard]
- Steven J. Balla. 1998. Administrative Procedures and Political Control of the Bureaucracy. *American Political Science Review* 92(3): 663-673. [Blackboard]
- John D. Huber, Charles R. Shipan and Madelaine Pfahler. 2001. Legislatures and Statutory Control of Bureaucracy. *American Journal of Political Science* 45(2): 330-345. [Blackboard]
- Terry M. Moe. 2006. Political Control and the Power of the Agent. *Journal of Law, Economics, and Organization* Volume 22(1): 1-29. [Blackboard]

Week 12: The "Public" in Public Administration

- Paul H. Appleby. 1945. *Big Democracy*. New York, NY: Alfred A. Knopf. [Blackboard]
- Henry Mintzberg. 1996. Managing Government, Governing Management. *Harvard Business Review* 74(3): 75-83. [Blackboard]
- Donald F. Kettl. 2015. *The Transformation of Governance: Public Administration for the Twenty-First Century*. Baltimore, MD: Johns Hopkins University Press.
- Kenneth J. Meier and Laurence O'Toole, Jr. 2006. *Bureaucracy in a Democratic State: A Governance Perspective*. Baltimore, MD: Johns Hopkins University Press.
- Richard C. Box, Gary S. Marshall, B.J. Reed, and Christine M. Reed. 2001. New Public Management and Substantive Democracy. *Public Administration Review* 61(5): 608-619. [Blackboard]
- Brian Adams. 2004. Public Meetings and the Democratic Process. *Public Administration Review* 64(1): 43-54. [Blackboard]
- Lisa Blomgren Bingham, Tina Nabatchi, and Rosemary O'Leary. 2005. The New Governance: Practices and Processes for Stakeholder and Citizen Participation in the Work of Government. *Public Administration Review* 65(5): 547-558. [Blackboard]
- Harry C. Boyte. 2005. Reframing Democracy: Governance, Civic Agency, and Politics. *Public Administration Review* 65(5): 536-546. [Blackboard]
- Jeffrey M. Berry. 2005. Nonprofits and Civic Engagement. *Public Administration Review* 65(5): 568-578. [Blackboard]
- Mark D. Bradbury and J. Edward Kellough. 2008. Representative Bureaucracy: Exploring the Potential for Active Representation in Local Government. *Journal of Public Administration Research & Theory* 18(4): 697-714. [Blackboard]

Recommended:

- Graham T. Allison. 1980. *Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects?* Cambridge, MA: Harvard University Press.
- Delmer D. Dunn and Jerome S. Legge, Jr. 2001. U.S. Local Government Managers and the Complexity of Responsibility and Accountability in Democratic Governance. *Journal of Public Administration Research and Theory* 11(1): 73-88. [Blackboard]

Week 13: What is Public? What is Private?

- Harold Seidman. 1998. *Politics, Position, and Power: The Dynamics of Federal Organization*. New York, NY: Oxford University Press.
- Mark H. Moore. 1995. *Creating Public Value: Strategic Management in Government*. Cambridge, MA: Harvard University Press.
- Barry Bozeman. 2007. *Public Values and Public Interest: Counterbalancing Economic Individualism*. Washington, DC: Georgetown University Press.
- H. George Frederickson. 2010. *Social Equity and Public Administration: Origins, Developments, and Applications*. Armonk, NY: M.E. Sharpe.
- Melissa M. Stone and Francie Ostrower. 2007. Acting in the Public Interest? Another Look at Research on Nonprofit Governance. *Nonprofit and Voluntary Sector Quarterly* 36(3): 416-438. [Blackboard]

Week 14: Public Administrators as Public Servants

- Frederick C. Mosher. 1968. *Democracy and the Public Service*. New York, NY: Oxford University Press.
- H. George Frederickson. 1997. *The Spirit of Public Administration*. San Francisco, CA: Jossey-Bass.
- John A. Rohr. 2002. *Civil Servants and Their Constitutions*. Lawrence, KS: University of Kansas Press.
- Paul Light. 1999. *The New Public Service*. Washington, DC: Brookings Institution Press.
- James L. Perry and Lois Recascino Wise. 1990. The Motivational Bases of Public Service. *Public Administration Review* 50(3): 367-373. [Blackboard]
- Camilla Stivers. 1994. The Listening Bureaucrat: Responsiveness in Public Administration. *Public Administration Review* 54(4): 364-369. [Blackboard]
- John D. DiIulio, Jr. and John J. DiIulio, Jr.. 1994. Principled Agents: The Cultural Bases of Behavior in a Federal Government Bureaucracy. *Journal of Public Administration Research and Theory* 4(3): 277-318. [Blackboard]

- James A. Stever. 1990. The Dual Image of the Administrator in Progressive Administrative Theory. *Administration & Society* 22(1): 39-57. [Blackboard]

Recommended:

- Irene S. Rubin. 1990. *The Politics of Public Budgeting*. Chatham, NJ: Chatham House Publishers.
- Joshua D. Clinton, David E. Lewis, and Jennifer L. Selin. 2014. Influencing the Bureaucracy: The Irony of Congressional Oversight. *American Journal of Political Science* 58(2): 387-401. [Blackboard]
- Susan M. Miller. 2015. The Relationship between Short-Term Political Appointments and Bureaucratic Performance: The Case of Recess Appointments in the United States. *Journal of Public Administration Research and Theory* 25(3): 777-796. [Blackboard]
- Susan M. Miller. 2016. Public Support for Sale: Government Spending and Public Approval of Federal Agency Performance. *American Politics Research* 44(3): 523-547. [Blackboard]
- Donald P. Moynihan. 2008. *The Dynamics of Performance Management: Constructing Information and Reform*. Washington, DC: Georgetown University Press.
- Melvin J. Dubnick and H. George Frederickson. 2011. *Public Accountability: Performance Measurement, the Extended State, and the Search for Trust*. Washington, DC: National Academy of Public Administration. [Blackboard]

This syllabus is a detailed plan for the course, but the instructor will make changes/revisions if necessary.