



# PPOL-580-10: PUBLIC MANAGEMENT

Professor Jason J. Fichtner  
Summer 2013

## GENERAL COURSE INFORMATION:

Room: Maguire Hall 102  
Day and Time: Tuesdays and Thursdays, 6:00 – 9:10 pm  
Dates: May 21, 2013 – June 27, 2013  
Instructor's Email: [jjfichtner@gmail.com](mailto:jjfichtner@gmail.com) / [jjf8@georgetown.edu](mailto:jjf8@georgetown.edu)  
Office Hours: After class, or by appointment

This course introduces us to public management: actors performing managerial roles in the pursuit of public purposes. A key purpose of the course is to demonstrate that management matters and to examine the constraints on and strategies of public managers in a democratic society. Another purpose of the course is to show how the challenges of public management vary across different organizational and policy settings. A related purpose is to show how public management and policy analysis frequently intersect and to connect policy design and policy management.

One of the main objectives of this course is to provide students with a purposeful mix of practice and theory. Public Policy students have to keep one foot in the world of practice and the other in the world of academic theory. You must become “pracademics.” Hence, class readings and discussions will revolve around concepts, tools and skills of public management. Guest speakers may occasionally visit the class to provide a practitioner’s viewpoint on how things work “in the real world.”

Throughout the course we will pay considerable attention to democratic accountability. How do we hold bureaucracies accountable? Which techniques seem most promising? To what ethical code should public managers adhere? Does accountability collide with other values, such as efficiency and effectiveness? Is it possible or useful to shift from accountability through fair procedures to accountability through good results? Answering these questions will help you become more effective public managers and citizens.

## EXPECTATIONS

- You are expected to act with the highest professional ethics and skill.
- You are expected to complete all of the readings in advance of each class, and to be prepared to discuss them as well as your own experiences and insights regarding public management.
- You are expected to adhere to the Georgetown University Honor Code. For all written course assignments please provide citations for all outside sources for the ideas in your assignments. Copying, cheating or plagiarism will not be tolerated.
- Students are expected to attend all class meetings and participate in class discussions. If you have an important reason to miss a class or delay an assignment, and you let me know in advance, I will work to accommodate your situation. Important reasons involve major unexpected family or personal challenges and events (e.g. death in the family, severe illness, etc.).
- If you miss more than 3 classes, you will not get credit for the course.
- Even if you miss class, assignments are still due on time.
- Late assignments will be marked down **at least** 1/3<sup>rd</sup> of a letter grade.
- I have an open-door policy. Please do not hesitate to see me if you have any questions, concerns, comments, etc.

## READINGS

The following textbooks will be used in the class:

### Required:

James Q. Wilson, *Bureaucracy: What Government Agencies Do and Why They Do It*, (New York: Basic Books Classics, 1989, 1991, 2000 – Paperback). [Amazon \$25]

Jay M. Shafritz and Albert C. Hyde (Eds.), *Classics of Public Administration*, 7<sup>th</sup> Edition (Boston: Thomson Wadsworth, 2011/2012 - Paperback). [Amazon \$100]

Lester M. Salamon (Ed.), *The Tools of Government* (New York: Oxford University Press, 2002). [Amazon \$55]

### Optional:

Donald F. Kettl and James W. Fesler, *The Politics of the Administrative Process*, 5<sup>th</sup> Edition (Washington, DC: CQ Press, 2011). [Amazon \$80]

The texts are available at the GU bookstore and also can be purchased on-line from stores such as Amazon.com or Barnesandnobles.com. Make sure to shop around for the best price. I reserve to right to hand out additional readings to supplement the core texts.

## ASSIGNMENTS

### **Issue of the Day**

Please read the major newspapers and come to class ready to bring up interesting and relevant topics. Every day in the newspapers, particularly in the national and metro sections, there are lots of stories that pertain to public policy and public management. You are also encouraged to read the op-ed pages, as often they touch upon public management issues. At the beginning of each class, I will solicit topics from the class and we will hold a brief (10 – 20 minutes) discussion session. This will be considered part of your overall class participation grade.

### **Papers**

Along with Participation, your course grade will be based on your performance in the following assignments:

#### ***Paper #1 - Op-Ed and Public Speaking.***

Public managers must often brief or make presentations to a variety of audiences – congressional committees, association/interest group meetings, officials from other agencies, the general public. A key objective of this assignment is to present a persuasive case for a particular policy or course of action or summarize a key policy issue. For this assignment, you are asked to do two things: first, write an 800-word op-ed piece or policy brief and, second, present your topic to the class in a very brief talk (NO MORE than five minutes long). **The op-ed is due on May 30.** We will devote an entire class session to the presentations. This assignment will be graded according to the quality of your written argument as well as the quality of your public speaking. The key thing is to choose your topic as soon as possible. I am happy to consult with you.

#### ***Paper #2 – Policy Brief.***

Based on the topic of your op-ed, or a new topic if you prefer, this assignment is to write a policy brief summarizing the key policy issue(s) and recommending a policy option or course of action based on the class concepts in the bureaucracy literature covered in the first phase of the course. The paper should be between 1 – 3 pages and is due **June 11.**

#### ***Paper #3 – Review and Analysis.***

This assignment is to write a brief analytical paper on a topic dealing with the bureaucracy literature covered in the course. I will distribute the paper assignments on **June 6.** The paper should be between 3 - 5 pages and is due **June 20.**

### ***Group Presentation***

There is no final exam for the course. However, a group PowerPoint presentation dealing with the course material and concepts is required. The group presentation assignment will also be handed out during the **June 6** class. Teams will consist of 4 – 5 people. Students will select their own teams. Presentations will be due and given in class on the last scheduled class day, **June 27.** There will be time scheduled during the June class sessions so that students can meet in their groups to work on their projects.

**Note:** Paper copies of all assignments need to be handed in during class, as well as delivered via e-mail to [jjfichtner@gmail.com](mailto:jjfichtner@gmail.com) or [jjf8@georgetown.edu](mailto:jjf8@georgetown.edu).

## **GRADES**

Grades will be based on a variety of individual contributions, described below:

Paper #1 (750 words)	20 percent
Paper #2 (1500 words)	20 percent
Paper #3 (2500 words)	25 percent
Group PowerPoint Team Presentation	15 percent
Participation (attendance, in-class performance)	20 percent

Grades will be assigned according to the following scale:

93-100	= A
90-92.9	= A-
87-89.9	= B+
83-86.9	= B
80-82.9	= B-
77-79.9	= C+
70-76.9	= C
< 70.0	= F

I do not grade on a Bell Curve – All students are expected to perform at B level or above.

## **Summary of Course Assignments, Activities and Due Dates:**

<b><u>Item</u></b>	<b><u>Due Date</u></b>
Paper #1 – Op-Ed & Oral Presentation	May 30 <sup>th</sup>
Paper #2 – Policy Brief	June 11 <sup>th</sup>
Handout Paper #3 & Group Assignments – Select Groups	June 6 <sup>th</sup>
Paper #3 – Review & Analysis	June 20 <sup>th</sup>
Group Presentations & Last Class	June 27 <sup>th</sup>

## **Course Schedule, Topics, Readings, and Activities**

Notes: (1) Classes will meet on Tuesdays and Thursdays from 6:00 pm until 9:10 pm. The first class of the semester will be on Tuesday, May 21<sup>st</sup> and the last class will be Thursday, June 27<sup>th</sup>. (2) Students are expected to complete the readings and journal assignment prior to class and come prepared to discuss.

- May 21 CLASS INTRODUCTION & OVERVIEW  
PUBLIC MANAGEMENT & WHY MANAGEMENT MATTERS  
Read: The Constitution of the United States. Available at:  
<http://www.archives.gov/national-archives-experience/charters/constitution.html>  
Wilson (Chapters 1, 2 & 16); Shafritz, pp. 16-28 (Wilson), 29-31 (Goodnow), 395-411 (Allison); Salamon (Preface, Chapter 1, 19 & 20); Harvard Business Review, “Does Management Really Work?”; IBM, “Ten Challenges Facing Public Managers,” and Mises (Preface/Intro). Harvard Business Review, IBM and Mises available on Blackboard.  
**Activity: Instructor & Student Introductions / Discussion of Class Norms**
- May 23 OPERATORS & MANAGERS  
Read: Wilson (Chapters 3, 4 & 7); Shafritz pp. 412-419 (Lipsky)
- May 28 EXECUTIVES & LEADERSHIP  
Read: Wilson (Chapters 10 & 11);  
Selznick, (Chapters 1 & 5), available on Blackboard.  
Case: “Donald Rumsfeld and Prisoner Abuse at Abu Ghraib,”  
available on Blackboard.
- May 30 OP-ED CLASS  
**Activity: Written Op-Ed Due / Oral In-Class Op-Ed Presentations**
- June 4 ORGANIZATIONAL CULTURE  
Read: Wilson (Chapters 5, 6 & 9)
- June 6 ORGANIZATIONAL CULTURE & FAILURES OF BUREAUCRACY  
Read: Case: 9/11 Commission, Chapter 11, “Foresight and Hindsight,” available at: <http://www.gpoaccess.gov/911/>;  
“Securing the Future: Management Lessons of 9/11,” Partnership for Public Service, available on Blackboard;  
Case: Columbia Accident Investigation Board: Chapter 7, “The Accident’s Organizational Causes,” available at:  
<http://www.nasa.gov/columbia/caib/PDFS/VOL1/PART02.PDF>  
**Activity: Handout Paper #3 Assignment**  
**Activity: Handout Group Assignment & Select Teams**
- June 11 THE PRESIDENT, CONGRESS & THE JUDICIARY  
Read: Wilson (Chapters 13-15)  
**Activity: Paper #2 Due**

- June 13 PUBLIC SECTOR MANAGEMENT REFORM & CONTRACTING OUT  
Read: Wilson (Chapter 17); Shafritz pp. 469-478 (Moe); Case: “Implementing Alternative Sourcing Strategies: Four Case Studies” (Case #2 – Internal Revenue Service), available on Blackboard & at: <http://www.businessofgovernment.org/report/implementing-alternative-sourcing-strategies-four-case-studies>
- June 18 MANAGING PEOPLE & INDIRECT GOVERNMENT  
Read: Wilson (Chapters 8 & 12); Shafritz, pp. 153-158 (McGregor); 519-540 (Barzelay) & 541-548 (NPR); Salamon (Chapter 16, Managing Indirect Government, Kettl)
- June 20 PUBLIC BUDGETING / FEDERAL BUDGET PROCESS  
Instructor PowerPoint Presentation on Federal Tax & Budget Policy  
Read: Shafritz, pp. 420-430 (Caiden)  
**Activity: Paper #3 Due**
- June 25 EXTERNAL COMMUNICATIONS – DEALING WITH THE MEDIA AND THE PUBLIC  
Read: Salamon (Chapter 7, Public Information, Weiss);  
“Working with the Media,” John Trattner, available on Blackboard & at: <http://www.businessofgovernment.org/report/working-media>  
Case: “Fraud, Abuse, and Waste at HEW,” available on Blackboard.
- June 27 GROUP PRESENTATIONS, SUMMARY & CONCLUSIONS  
Read: Wilson (Chapter 20); Salamon (Chapter 22, Conclusion & Implications)  
**Activity: Course Evaluation**  
**Activity: Group Presentations**  
**Activity: End of Course Celebration**