Instructor: Carl Carlucci
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Time: Wednesdays, 5:30 to 8:30 pm

Introduction

This is a graduate level seminar in public administration. It is a complement to PUBL 6310 Administrative Theory. The focus of this class is on the practice of public administration with an emphasis on implementation of public policy. This is primarily a reading and writing course. (If you want to understand the importance of writing in public administration, see Why Advancement in Public Administration has Always Been an Essay Contest.) Some of the classwork will take place on-line and by email, which is how much of modern public administration is conducted.

The course readings will cover various theories of public administration and policy implementation, as well as the use of policy tools and policy networks in implementation.

The following topics will be explored in class discussions of the assigned readings and current events, and in the production of written assignments.

- Overview of Public Administration
- Policy Tools and Policy Networks
- Policy Implementation

Learning Outcomes

- Students will understand the role of the theories of public administration as the knowledge base in solving problems and in developing innovations in the practice of public administration.

- Students will understand how public administration includes both governance and the public policy process, and while it uses many of the same tools, is different from public management.

- Students will understand the policy perspective in policy implementation and how this contributes to the success of the public policy process.
• Students will be able to lead and participate in policy implementation, to articulate the role of public policy in the policy implementation process and to communicate how different policy tools are needed in policy implementation.

Requirements for the Course

The requirements for this class are reading, writing and presenting. You are responsible for doing the required readings, carefully and thoughtfully, producing written commentaries and preparing yourself for the class discussions. You are expected to participate in each class discussion and in any on-line exercises.

Class participation and preparation: For each class you are expected to formulate at least two questions from the weekly readings (starting with class 2 assignments) in the format of a briefing memo. These are not simply statements of your opinion or position, but a critical view of a specific reading or portion of a reading. **While for practitioners an uncritical view may be acceptable, as students, scholars and leaders, you need to do more than simply explain the claims or answers in the reading, you need to be able to critically dissect or defend them.** You will email these to the instructor prior to 7 PM on the day prior to the class. All questions will be compiled and presented to the class for evaluation and discussion. The best questions will be selected by the class, presented by the student authors, with their answers. Points are awarded for their presentations and also your participation. You can earn up to 30 points towards your grade for having your questions selected and your presentation.


**Semester Writing Project:** The Topic-Chapter Matrix in Menzel and White lists 24 topics. You will select three that form a coherent discussion of a topic you define based on your interests and the area of public administration in which you want to specialize. The topic will be a major theme in public administration. (Example: the topics Congressional Redistricting, the Voting Rights Act, and landmark Supreme Court VRA cases could be three topics that inform a position on the effectiveness of our government’s separation of powers.) You will submit the selections and the topic in a memo to me by the fifth week of class. I will select a fourth topic to add to your collection. This will account for 10 % of your grade.

You will have the remainder of the semester to read all of the associated articles, identify the portions relevant to your topic, and produce a twenty page position paper supporting your position. This will account for 30% of your grade. (See Writing Public Policy p. 90).

**Writing assignments:** You will be required to produce three papers on implementation topics. You will be expected to submit graduate-level quality papers on time using
Turnitin on Blackboard. Late papers will be dropped one letter grade. These should take the form of a memo which should answer each of the following questions. (See Writing Public Policy p. 25 or check for examples online. GOOGLE: memo format.)

--What is the policy, how was it developed and what are its goals?
--What is the anticipated implementation machinery?
--What kind of policy implementation theories and tools does it rely on?
--What data is available to study the implementation of this policy?

These papers will account for 30% of your grade. The length of each of these will vary according to the topic and the level of analysis and discussion required. Be concise, use topic headings, and clearly answer the questions.

“I have only made this letter longer because I have not had time to make it shorter.” Blaise Pascal, 1657.

**Required textbooks:**


**References**


Alberts, D and Hayes, R. (2005) Power to the Edge, Department of Defense Command and Control Research Center (Available in PDF or at no charge at [www.dodccp.org](http://www.dodccp.org))
Articles and chapter extracts can be found in the Blackboard folder labeled READINGS.

Weekly Readings (subject to change as necessary)

Part 1: Overview of Public Administration

Class 1- Jan. 21: Introduction and Overview


The instructor will present a synopsis and questions based on these readings.

Class 2- Jan. 28: Administrative theory and the needs of the 21st century.


Class 3- Feb. 4: The Practice of Public Administration


Bowman, James S. et al. (2010) *Achieving Competencies in Public Service – The Professional Edge*. NY: Sharpe. 43 & 44 [See Exhibit 2.1 Technical Expertise: Legal Knowledge. Why is it important to adopt both broad and narrow perspectives on the law?]

**Part 2: Policy Tools and Networks**

**Class 4- Feb. 11: The Profession of Public Administration**


Class 5- Feb. 18: The New Public Administration (video lecture on your own, no class meeting)

The New Synthesis Program, A New Synthesis of Public Administration: serving in the 21st century. London School of Economics (Sorry, but you will not see the speaker’s slides.)

Watch the “guest lecture” video whenever you want, but at the latest prior to the end of the regular class period. Prepare your summary and discussion questions and be ready to submit these for the next class.

Speaker: Jocelyne Bourgon
Chair: Professor Eve Mitleton-Kelly
Recorded on 6 December 2011 in Hong Kong Theatre, Clement House

Crises, cascading failures, and unpredictable shocks characterize the world we live in. Jocelyne Bourgon will map out an enabling framework for governing in the 21st century.

Jocelyne Bourgon has led ambitious public sector reforms as secretary to the Cabinet of Canada. She is president of PGI (Public Governance International) and author of A New Synthesis of Public Administration: serving in the 21st century, (2011) McGill-Queen’s University Press.

Time 1:35

http://www.youtube.com/watch?v=H3A669FX-bU

For background see also: http://nsworld.org/content/welcome-ns-world


http://www.canadiangovernmentexecutive.ca/category/item/1398-the-new-synthesis-project-a-laboratory-for-master-practitioners.html

The memo outlining you proposed semester writing assignment is due by midnight tonight.

Part 3: Policy Implementation

Class 6- Feb. 25: Policy Implementation Theory
PUBL 6311 Syllabus
Spring 2015


Herd, Pamela et al. (2013) Shifting Administrative Burden to the State: The Case of Medicaid Take-Up. Public Administration Review, Supplement to Vol. 73, S69 – S 81. [Understand “administrative burden” and how it may affect implementation. Should it be the individual’s responsibility or the state’s?]


Class 7- Mar. 4: Implementation In Practice


First policy implementation memo due

We will discuss you semester writing proposals and have individual evaluation meetings.

Class 8- Mar. 11:


Class 9- Mar. 25


Class 10- April 1 (video lecture on your own, no class meeting)

*If We Can Put a Man on the Moon* - *Getting Big Things Done in Government* (2009)

*How to Successfully Implement Public Policy, Bill Eggers 2/24/2010*

Watch the “guest lecture” video whenever you want, but at the latest prior to the end of the regular class period. Prepare your summary and discussion questions and be ready to submit these for the next class.

http://www.youtube.com/watch?v=YjJ1apzpK1Y

Time 1:03
Successfully implementing and seeing results from a big initiative is a tricky and convoluted business in government, a situation which Bill Eggers imaginatively evaluated at a recent Policy Exchange event. Whilst the United States managed to put a man on the moon not all such big and bold initiatives come to fruition and many never make it. Eggers sought to ask why and in an outline of the ‘journey to success’ he identified ‘seven deadly traps’ that can hinder the policy process as well as suggesting tools and techniques to avoid these pitfalls. He argued that for a policy to succeed it has to have an implementable design, that is - it has to work in the real world. He drew on a number of examples, congestion charging in particular, to show that with the right idea, design and final implementation big ideas can work and government can deliver.


Second policy implementation memo due

Class 11- April 8


Anne Schneider and Helen Ingram. 1990 “Behavioral Assumptions of Policy Tools” Journal of Politics, Vol. 52, No. 5


Class 12- April 15


Third policy implementation memo due

Class 13- April 22


**Class 14- April 29**


**Semester project due**
INFORMATION

GRADING

Final Grades:  A = 100-95 (Excellent)  A- = 94-90  B+ = 89-87 (Good)  B = 86-84  B- = 83-80  
(Poor)  C+ = 79-77  C = 76-74  C- = 73-70  D+ = 69-67  D = 66-64  D- = 63-60  F = 59-0 (Failing)

ACADEMIC INTEGRITY

As commonly defined, presenting the words or works of others’ as your own is plagiarism. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Plagiarism is also a violation of the UH Academic Honesty Policy. If you are uncertain of what constitute academic dishonesty, you should contact the professor prior to submitting the assignment and/or check the UH Academic Honesty Policy from the university website: www.uh.edu/provost/policies/uhhonesty_policy.html. Students are expected to adhere to the UH Academic Honesty Policy. Cheating or plagiarism in course assignments, exams, and the final paper will lead to a grade of F.

AMERICANS WITH DISABILITY ACT (ADA)

The Americans with Disabilities Act (ADA) 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 disabilities. If you believe you need special accommodations and assistance due to a disability, please contact the Center for Students with DisABILITIES (CSD Building 568, Room 110) and the Learning Support Services (LSS, 321 Social Work Building), or call 713-743-5411 to make appropriate arrangements.