

University of Houston, MPA
Administrative Theory
Section 15929

Instructor Carl Carlucci PhD
Office Hours: by appointment
Email: ccarlucci@uh.edu

Time: Tuesdays, 5:30-8:30 pm
Room: AH 207

INTRODUCTION

Administrative theory establishes the theory base for the field of public administration by introducing students to a comprehensive set of historical and current theories, concepts, and approaches in public administration. This theory base is vital to public administrators, because they must achieve results through the management of public and nonprofit organizations, and understanding the theoretical perspective of organizations, behavior, and management can help to achieve successful results.

The course will focus on theory in readings, and it will incorporate the application of theory in class discussions about current events, case study exercises and class papers. In the end, students should have a greater understanding of administrative theory and be able to apply it to the practice of public administration.

LEARNING OUTCOMES

- Students will have a greater understanding and awareness of the nature, scope, and history of public administration and the variety of academic disciplines that have contributed to the theories and the practices. You should be able (1) to describe the development of public administration; (2) to compare the major organizational theories; and (3) to have a working knowledge of the dimensions of public management.
- Students will have the analytical ability to see, understand, and appreciate theories, issues, and problems from more than one theoretical perspective. You should be able to engage, in the process of careful, rigorous and systematic thinking at both abstract (theoretical) and concrete (practical) levels. You should have the ability to both present and respond to theories and practical situations.
- Students will understand core descriptive, normative, and predictive theories of administrative structure, systems, and processes so that you see public organizations from a theoretically informed point of view. You will also understand that there is not one organization theory, but several which may be applicable to an organization depending on your perspective.
- Students will have the ability to analyze public nonprofit and organizations to improve effectiveness. This means thinking theoretically to use and relate concepts through generalization. It also means thinking practically to sort out critical elements or facts in a complex situation.
- Students will be prepared for a career of public administration by linking the content of the course, both theory and practice, with your own experiences and the shared

experiences of the other class participants. You should be able to actively participate as a team member and ideally as a leader.

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 online exercises.

The practice of public administration takes place in organizations in public settings. Modern technologies empower both the public and the practitioners of public administration by creating access to information and enabling peer-to-peer exchanges. Your participation and success as a management in public organizations requires a functioning knowledge of modern communications technology. **This course uses a hybrid teaching model, combining online classes and in-person class meetings.** Much of the course communication is by email and some of the instruction is conducted online (See the 8 highlighted classes). We will use the course BLACKBOARD site to provide reading materials, to present class lectures, to distribute and submit assignments, and to conduct group discussions and exercises. The online classes are an opportunity for you to work on you own, set your own schedule, have group meetings and complete project assignments. During these weeks you should work ahead or catch-up, or schedule other activities you need to accommodate.

Your success in this course requires that you can access and use these tools. Please make sure that your email address is current and correct in PeopleSoft and BLACKBOARD (BB). You must routinely check your email for communications. Course emails “push” information to you using BB and are clearly labelled as such. Missing these emails is not an acceptable excuse. You will “pull” course materials from BB. You will post information for class discussions and group case study assignments.

Class attendance, participation and preparation: The readings for this class are selected to prepare you for both the in-class discussion and online discussion of specific topics.

Each week you are expected to record a critical review of each of the guest lecture videos and the assigned articles in your journal (see MY JOURNALS). A critical review is an evaluation of the assigned articles, text or video. This is an assessment of the content of the material, the purpose, strengths and weaknesses, and a summary of what you learned. **While for practitioners an uncritical view may be acceptable, as students and scholars 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.** There are also some questions in the JOURNAL for specified class readings or video lectures, so be sure to answer these with your review of the readings. (See the SAMPLE Journal postings for the Class 1 readings.) You are not to summarize the reading assignments in the Rainey

and Galbraith textbooks, although you may be asked questions related to these readings.

Also, each week you will produce at least one discussion question based on your analysis of how the theory and lessons from the readings and articles would be applied to the case readings, current event readings or video presentation included for that class. **These should be in the form of a paragraph including a citation from the reading, a short discussion and a critical question.** You will post your questions to the DISCUSSION section in BB by the weekend (Sunday midnight) so that other students will have time to respond. You will “moderate” discussion of your questions and then post your answers prior to the next class. Don’t ask questions for which you do not have an answer. You are not testing other students. Questions may be selected for discussion in class, presented by the student authors, with their answers. This requirement will begin with the Class 2 reading assignments. (See the SAMPLE discussion questions for the Class 1 readings.)

Posting requirements: (See my examples)

- Post coherent statements/narrative and not fragmented sentences/paragraphs. Include citations with page numbers.
- Post by Sunday night, providing opportunities for others to post – i.e., don’t answer your own posts until others have commented.
- You will “moderate” discussion of your own questions and then post your answers prior to the next class.

Starting Monday you should post responses to questions. You can earn points towards your grade for responding to questions. Don’t post new questions.

Response requirement: Respond to other posts and indicate either support or a difference of opinion with the post and explain your reasoning.

- Post critical responses to postings, not repetitious agreements.
- Add new material or citations

Semester Writing Project: Much of what we know about public administration is based on case studies, stories told by public managers (Hummel, 1991). You will develop a case study based on a designing or redesigning organization, program or policy you have encountered or you know of. You will submit the proposed topic in a memo to me by the end of the fourth week of class. Your proposal should be at least 1,000 words. See the Sample Proposal in the INFORMATION FOLDER. Also, sample case studies are posted in the CASE STUDIES folder.

You will have the remainder of the semester to read and research associated articles, identify the portions relevant to your organization, and produce a twenty page (5,000 words minimum) case study supporting your analysis and recommendations. You will be expected to submit a graduate-level quality paper, on time, using TURNITIN on

Blackboard. TURNITIN will check your paper for similarity with other works. A similarity score of over 10% for your paper is not acceptable. (See *Writing Public Policy* p. 90).

See Galbraith, C. 1, II. Designing The Organization and III, Developing the Details (p. 11).

- Submit topic proposal by week 4 based on the Star model, Fig 1.1 and 1.2. There is a SAMPLE case study proposal in the INFORMATION folder.
- Present your topic to the class in week 6, including Tools 1.1, 1.2, 2.1-2.6.
- Final paper due Dec. 5, 2018.

Work Group Exercises beginning in Part 2 of the course. (subject to change based on class size)

Case Studies -- Each student will participate in two group exercises during weeks 7,8,9 and weeks 10,11, 12 .

- You will collaborate on solutions to case studies. Each group member's collaborative effort and participation is judged based upon his/her performance in BB's discussion group format.
- As part of this project, your group will complete a schedule of work and individual assignments. See the sample work schedule in the CASE STUDIES folder.
- The final product will be a group solution to the case study, using the tools in Galbraith, that is presented to the class in class 9, and class 12.

Grading: these are the class activities and the points you can earn (For details see Grading Rubrics posted in the Course Information folder or attached to specific assignment.)

Preparation and presentation: 30 points possible, as evidenced by your posted JOURNAL notes and answers.

Participation: 10 points possible, based on your DISCUSSION questions, moderating your question and answering other student's questions.

Semester project: 5 points possible for written project proposal, 5 points possible for class presentation of project, and 30 points possible for final paper.

Group exercises: two with 10 point possible for each.

Required Textbooks

1) Rainey, Hal G. (2014). *Understanding and Managing Public Organizations*. Jossey-Bass Publishers: San Francisco (Use the 4th or 5th edition, the chapter topics appear to be the same, but my page numbers and references are to the fifth edition.)

- 2) Galbraith, Jay, Diane Downey, and Amy Kates (2002) *Designing Dynamic Organizations*. American Management Association.

Articles are posted in BB in the READINGS folder.

COURSE OUTLINE: PUBL 6310**Outline and Assignments (Subject to change as necessary)****PART 1. Theories of Public administration****Class 1 –Introduction-The Study of Administration** (8/21/2018)

Introduction and discussion of the readings, review of new concepts and terms. The instructor will post sample JOURNAL entries and DISCUSSION questions and present these in class.

Articles:

- A. Wilson, Woodrow (1887). The Study of Administration.
- B. Lynn, Laurence E. (1993). Theory in Public Management.
- C. Frederickson, eta al. (2012). Administrative Theory as Political Theory, C.3, *The Public Administration Theory Primer*, 43-47. Westview Press: Boulder.

Current events: Democratic governments all face similar challenges. In the CURRENT EVENTS folder, read Remaking the Bureaucracy in India (2014) from *The Economist*.

Current events: View another bureaucracy in action. In the CURRENT EVENTS folder, read Bureaucracy In Egypt (2016) from *The Economist*.

If you are new to the study of public administration and need some background, listen to this YouTube video and take notes. It is audio only. This is a short presentation of the history and major theories of public administration. It provides context for the class readings. The presentation is rich in content but moves along very fast. Don't try to memorize the details or the dates. Our focus is on the theories and concepts.

PUBLIC ADMINISTRATION (May 8, 2014) (time 33:47)

https://www.youtube.com/watch?v=W9J_4SyIMQE

Part 2: Your Case Study

Planning Your Case Study.

Case Study Analysis Frameworks

Class 2 – The Role of Theory in Understanding Public Organizations (8/28/2018)

Complete readings, post your JOURNAL entries and DISCUSSION questions.

Articles:

- A. Yarwood, D. (1996, November). Stop Bashing the Bureaucracy. *PAR*, 56, 6, 611-612.
- B. Shangraw, R.F. et. al, (1989) Public Administration as a Design Science

- C. Fukuyama, F. (2004) Why There is no Science of Public Administration. *Journal of International Affairs*.
- D. Meier, K. J. (2010) Governance, Structure, and Democracy: Luther Gulick and the Future of Public Administration. *Public Administration Review (PAR)*, S284-S291.
- E. Galbraith et al. (2002). *Designing Dynamic Organizations*, Preface
- F. Galbraith et al. (2002). Getting Started [Strategy], C. 1.
- G. Galbraith et al. (2002). *Designing Dynamic Organizations*. Determining the Design Frame, C. 2.

Video presentation for Galbraith chapters.

<https://uh.mediasite.com/mediasite/Play/403b4fe0b26d491fa9074fcc614684ba1d>

Part 2. Semester writing project tools. Note: The posting of JOURNAL entries and DISCUSSION questions is not required for Galbraith chapters, but these may appear as JOURNAL questions and will be extensively discussed in class.

Semester writing project: Assignment

Select an organization to design or to redesign – e.g., an organization where you work or have worked; or an organization extensively examined in the press or current reporting such as the Veterans Administration, Art League, Houston Police Department, etc. This design or redesign will result in your final paper. See Galbraith, II. Designing The Organization and III Developing the Details (p. 11).

- Submit topic proposal by week 4 based on Star model, Fig 1.1 and 1.2.
- Present proposed topic to the group in class 6, including Tools 1.1, 1.2, 2.1-2.6.
- See SAMPLE materials in BB: outline, proposal and work schedule

Class 3 –The Role of Public/Nonprofit Organizations and Bureaucracy (9/4/2018)

Complete the readings, listen to the video, and post your JOURNAL entries and DISCUSSION questions.

Overview of Classical and Neoclassical Organization Theory (time 22:49)

Dr. Ricardo D. Rosa (2012) University of Massachusetts- Dartmouth

<https://www.youtube.com/watch?v=EXMlml5ta74>

Listen to this YouTube video and take notes. This is a short presentation of the history and major theories of organization. It describes how they apply to teaching, which is of interest for us only as an example of how theory can be applied to practice. It provides context for the class readings. It is a narrated PowerPoint and of good quality. The presentation is rich in content but moves along very fast. Don't try to memorize the details. Our focus is on the theories and concepts, not names and dates.

Readings: complete readings. Post your JOURNAL entries and DISCUSSION questions.

- A. Rainey, The Challenge of Effective Public Organization and Management, C.1.
- B. Rainey, Understanding the Study of Organizations: A Historical Review, C.2.
- C. Rainey, What Makes Public Organizations Distinctive, C.3.
- D. Mintzberg (2005). The Five Basic Parts of the Organization. In Shafritz, et al., (219 – 230).
- E. Moulton, Stephanie and Charles Wise (2010) Shifting Boundaries between the Public and Private Sectors: Implications from the Economic Crisis. *PAR*, 349-360. [The case studies, pp. 351-357, are interesting and helpful, but not necessary to understanding the authors' intent.]

Part 2. Semester project readings and research.

Video lecture and online

Class 4 –Why is Government Different? Organizational Environment, Political Power, and Goals & Effectiveness (9/11/2018)

Complete the readings, watch the video. Answer JOURNAL questions and DISCUSSION questions.

Week 3 review and week 4 readings.

<https://uh.mediasite.com/mediasite/Play/a9dcf11e0dfc4524a20c57157bc18db41d>

(Time 1:53:49)

Readings: Rainey (2009)

- A. C. 4. Analyzing the Environment of Public Organizations, (pp. 89-109).
- B. C. 5. The Impact of Political Power and Public Policy, (pp. 110-142).
- C. C. 6. Organizational Goals and Effectiveness
- D. C.7. Formulating and Achieving Purpose

Current Events: Read Flooding, Texas, Government's Response: Emmett calls for sweeping changes to region's flood control strategy. This is an example of designing an organization.

Semester Writing Assignment Proposal due in BB by the end of this week (Sunday,9/16, midnight). And take no chances, also email me a PDF version!

Guest Lecture Videos and Online

Class 5 –Organizational Dimensions of Leadership, Management, Culture, & Teamwork (9/18/2018) Complete the readings, review the video interviews and post your JOURNAL entries and DISCUSSION questions.

Howard K. Koh: Leadership in Public Service: Voices in Leadership (32:39)

Harvard T. H. Chan School of Public Health and Harvard Kennedy School of Government (2015)

https://www.youtube.com/watch?v=2Z2qVuKbYQI&list=PLLCxxD34rjec_5EwmjHAYEP7QdbSINK0K&index=34

Steve Ballmer: CEO Can Not Delegate Business Culture (57:01)

Stanford Graduate School of Business (2009) Actual discussion of leadership starts at time index 9:00 and finishes at 24:00. Much of the rest is questions about Microsoft except at 36:00 to 49:00. <https://www.youtube.com/watch?v=W-BdCpZjZxU>

These are two very different leaders in different organizations and environments. How are these organizations different? What do we learn from each leader? What are the differences in their leadership lessons and why? Think in the terms and concepts Rainey presents.

Readings: Rainey (2009)

- A. Organizational Structure, design, technology, and information technology, C.8.
- B. Leadership, Managerial Roles, and Organizational Culture, C.11.
- C. Teamwork: Understanding Communication and Conflict in and Among Group, 12.

PART 2. The Practice of Public administration

Class 6 –Applying Organizational Theories (9/25/2018)

In-class review of organization case study, Snack Pack For Kids (**SP4K**). Read the case (in the CASE STUDIES folder), takes notes or annotate a copy, and come to class ready to discuss and analyze the case. Watch the video. Answer the questions in the week 6 JOURNAL. Your participation in this discussion will count towards your grade.

Presentation of your topic proposals. Including results of Tools 1.1, 1.2, 2.1-2.6.

<https://uh.mediasite.com/mediasite/Play/26430f871cdc4c3ca14b1ea0d9ca70de1d>
(Time 1:53:43)

Group Exercise #1. County Government Reorganization

The purpose of this exercise is to develop the ability to analyze public organizations to improve effectiveness. This means thinking theoretically to use and relate concepts through generalization. It also means thinking practically to sort out critical elements or facts in a complex situation. Groups will be randomly assigned in BB. Case presentation is due in class in week 9.

- Galbraith et al. (2002) *Designing Dynamic Organizations*. C. 3. Designing the Structure, (pp. 58 – 133).

- Galbraith et al. (2002) *Designing Dynamic Organizations*. C. 4. Processes and Lateral Capability, (pp. 134 – 188).
- Galbraith et al. (2002) *Designing Dynamic Organizations*. C. 5. Defining and Rewarding Success. 189 - 226.
- Galbraith et al. (2002) *Designing Dynamic Organizations*. C. 6. People Practices (pp. 227-252).
- Galbraith et al. (2002) *Designing Dynamic Organizations*. C. 7. Implementation, (pp. 253 – 270).

Your team must turn in a work schedule for this project. See Samples in the CASE STUDIES folder.

Guest Lecture Video and Online

Class 7 – Case Study, City of Pearland (10/9/2018)

Complete the readings, review the introduction and watch the video, then post your JOURNAL entries and DISCUSSION questions

Guest lecturers: Clay Pearson, John McCarter, Office of the City Manager, City of Pearland. (1:16:49)

<https://uh.mediasite.com/mediasite/Play/d5fe79fa7d6e4848ab3e03a6878a1d681d>

Reference: <http://www.pearlandtx.gov/government/administration>

Reading: read this article as a basis for understand the guest lecture

A.Selden, S., Brewer, G., Brudney, J. (1999) The Role of City Managers: Are They Principals, Agents or Both? *American Review of Public Administration*, Vol 29 No. 2, pp. 124-148.

Guest Lecture Videos and Online

Class 8 –Theories About Power and People (10/2/2018)

Readings: complete readings. Post your JOURNAL entries and DISCUSSION questions. Review video lectures, complete readings and post questions.

Jack Welch on Management Style (time 8:24)

SpeakersDotCom October 2014

<https://www.youtube.com/watch?v=vBVc9nbXjCw>

Some Thoughts on Organization Design Concepts (2013) (time 1:20:57)

Book: *It's All About Work*, Dr. Stephen D. Clement

University of the District of Columbia

www.SergeyIvanov.org

<https://www.youtube.com/watch?v=n1uWQyoCXsk>

See Perrow's discussion, "Why Bureaucracy?" Fig. 1, p37. What do you think of these two views of hierarchical organization?

Readings:

- A. Perrow (1986)
 - a. 3. Human Relations Model (pp. 79-85 and 97-110).
 - b. 4 The Neo-Weberian Model: Decision-making (pp. 119 – 131) (in decision-making document) and Technology (pp. 140-156).
 - c. Control Graph Theory (pp. 111-114).
- B. McGregor (2005). The Human Side of Enterprise. In Shafritz, et al. (pp.179-184).

Class 9 –Dimensions of organizational management (10/16/2018)

Group Exercise #1 Presentations

Readings: complete readings. Post your JOURNAL entries and DISCUSSION questions.

- A. Agranoff, Robert and Michael McGuire (1998). A Jurisdiction-Based Model of Intergovernmental Management in U.S. Cities. *Publius: The Journal of Federalism*, 28, 4, 1-20.
- B. Agranoff, Robert (2006). Inside Collaborative Networks: Ten Lessons for Public Managers. *Public Administration Review*, Supplement to 66, 56-65.

Group Exercise #2. Regionalizing Specialized Police Operations (2008) *The Electronic Hallway*, University of Washington. Groups will be assigned. Your team must turn in a work schedule for this project. See Samples in the CASE STUDIES folder..

Guest Lecture Videos and Online

Class 10 - Case Study: Management of networked arrangements (10/23/2018)

Guest Lecturer, John W. Boerstler, Executive Director NextOp (1:22:34)

<http://www.nextopvets.org/>

Group Exercise #2 Assignment: Regionalizing Specialized Police Operations (2008) *The Electronic Hallway*, University of Washington

Readings: complete readings. Post your JOURNAL entries and DISCUSSION questions.

- A. Buijs, Jean-Marie (2009). Understanding the connective capacity of program management in complex governance processes from a self-organization perspective. Paper for ASPA Annual Conference 2009 Miami.
- B. Thomson, Ann Marie and James L. Perry (2006). Collaboration Processes: Inside the Black Box. *Public Administration Review*. Supplement to 66, 20-32.
- C. Kettl, Donald F. (2006). Managing Boundaries in American Administration: The Collaboration Imperative. *Public Administration Review*. Supplement to 66, 10-19. [What are the core issues for PA?]

Guest Lecture Video and Online**Class 11 –Organizational pathologies, performance, and culture (10/30/2018)**

Review the video lecture, the video review, complete the readings, and post your JOURNAL entries and DISCUSSION questions.

Organizational Culture

(1:07:53)

Joel Peterson, Stanford Graduate School of Business(2010)

Understanding the culture of an organization is important in both public and private sector organizations. If organizational behaviors are not aligned with the organization's values and mission, employees will not understand their roles and cannot trust the organization.

<https://www.youtube.com/watch?v=WXxeWqlq2Tw>

Review of Peterson Video (First 18 minutes)

Readings:

- A. In Shafritz, et al. (2005). Organizational Culture Theory, 352 – 357.
- B. Trice and Beyer, Changing Organizational Culture, 383 – 392.
- C. Janis, Groupthink: The Desperate Drive for Consensus at Any Cost, 185 - 192.
- D. Kanter, Power Failure in Management Circuits, 342 – 351.

Project: meet and work on your group project.

PART 3. Case Studies in Public administration

Class 12 – Dimensions of Organizing and Managing (11/6/2018)

Readings: complete readings. Post your JOURNAL entries and DISCUSSION questions.

Rainey (2009), Part II Key Dimensions of Organizing and Managing,

- A. 9 Understanding People in Public Organizations: Values and Motives, 247-272.
- B. 10 Understanding People in Public Organization: Theories of Work Motivation and Work-Related Attitudes, 273-313.

Case Study: Management of networked arrangements

Nevada Medical Center case study (**NMC**). Carlucci (2016) Designing a Not-for Profit Healthcare Collaboration in the Context of Existing Healthcare Institutions. Read the case (in the CASE STUDIES folder) and be ready to discuss and analyze the case.

Video Lecture (1:30:06, last 15 minutes NMC case)

Group Exercise #2 Presentations Regionalizing Specialized Police Operations (2008) *The Electronic Hallway*, University of Washington

Video lecture and online

Class 13 –Accountability (11/14/2017)

Review the video lecture (1:33:04), complete the readings, and post your JOURNAL entries and DISCUSSION question.

<https://uh.mediasite.com/mediasite/Play/814fbd03391f4c378189e137b86e310d1d>

- A. Gormley and Balla (2008). Chapter 1 Bureaucracies as Policymaking Organizations In *Bureaucracy and Democracy*, Sage: LA, 1-33.
- B. Book Review: Rigby, Elizabeth (2011). Accountability in an Intergovernmental Context: Federal Education Policy as a Cautionary Tale. *Journal of Public Administration Research and Theory*, 21, 2, 387-391. [Understand why a paradox of federal accountability efforts exists; that accountability is not a panacea; and accountability may be only symbolic.]
- C. Dunn, Delmer D. 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).
- D. Koppell, Jonathan GS (2005). Pathologies of Accountability: ICANN and the Challenge of “Multiple Accountabilities Disorder”. *Public Administration Review*, 65, 1, 94-108. [No need to read the case study. Pages 94-99 are very informative. Understand why more specificity is needed when addressing accountability; and understand the five dimensions of accountability.]
- E. Frederickson (2007, February). When Accountability Meets Collaboration. *PA Times*.

Case Study Education leadership accountability. Taylor (2018) A New Principal Pushes for Change. Read the case (*New York Times* web link in the Class 13 folder), analyze in your JOURNAL and answer questions.

Guest Lecture Videos and Online

Class 14 –Leadership and Followership, and Organizational Effectiveness (11/20/2018)

View video lectures, complete the readings, post your JOURNAL entries and DISCUSSION question.

Jim Collins, Drucker Day Keynote , (time 59:48)

Books: *Built to Last* (2004), *Good to Great* (2001)

The Drucker Institute, May 2010

<https://www.youtube.com/watch?v=7qZP4kaYcXU>

Barbara Kellerman on Followership (time 1:08:13)

Books: *The End of Leadership*(2012), *Followership*(2008)
Kennedy School/CPL, June 2009

<https://www.youtube.com/watch?v=kgLcAF5Lgg4>

- A. Rainey (2009). Part III Strategies for Managing and Improving Public Organizations, *Advancing Effective management in the Public Sector*, (pp. 419 – 456).
- B. Scott, Patrick G. (1997) Assessing Determinants of Bureaucratic Discretion: An Experiment in Street-Level Decision Making. *Journal of Public Administration Research and Theory*, 7, 1, (pp. 35-57).
- C. In Perrow (1986)
 - a. Leadership and Performance (pp. 88-96).
 - b. Conflict (pp. 131-140).

Class 15 –Wrap-up (11/27/2018)

View the video, complete readings. Post your JOURNAL entries and DISCUSSION questions.

Video lecture (1:08:29)

Readings:

- A. Rainey (2009), professionalism, 304-306.
- B. Kettl, Donald F. (2006, November). Privatization for the New Century. *PA Times*, p. 16.

Semester Writing Project Due Dec.5

GENERAL INFORMATION**Grading**

Grading Final Grades: A = 4, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = .37, F = 0.0.

Statement on Academic Dishonesty

Presenting the words or works of others as your own is plagiarism, is dishonest, and is a violation of the University Policy on Academic Honesty. If you are not certain of what is permissible, you should contact the professor prior to submitting the assignment and/or check the UH webpage <http://www.uh.edu/provost/academic-affairs/policy-guidelines/honesty-policy/index.php>. A student found in violation of academic honesty may be subject to a failing grade, suspension, or dismissal from the university. In your written work, a similarity score of over 10% for your submission is not acceptable.

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.

Counseling and Psychological Services for Students

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the "Let's Talk" program, a drop-in consultation service at convenient locations and hours around campus.
http://www.uh.edu/caps/outreach/lets_talk.html

Classroom meeting dates (AH 207):

week 1 - 8/21

week 2- 8/28

week 3 - 9/4

week 6 - 9/25

week 9 - 10/16

week 12 - 11/6

week 15 - 11/27

Online classes

week 4 - 9/11

week 5 – 9/18

week 7 – 10/9

week 8 – 10/2

week 10 – 10/23

week 11 – 10/30

week 13 – 11/14

week 14 – 11/20