



UNIVERSITY OF SOUTHERN CALIFORNIA SOL PRICE SCHOOL OF PUBLIC POLICY

PPD 540 Public Administration and Society

Fall, 2019
Thursday, 6:00-9:20 PM

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Office Hours: By appointment

COURSE DESCRIPTION AND OBJECTIVES

This course introduces students to the field of public administration. It examines major intellectual and constitutional foundations of American government and public administration. It examines a theoretical approach to the study of public administration that emphasizes the interactive relationships between individuals and institutions. It also introduces students to fundamental values and ethical underpinnings of public administration, and to how diversity and population dynamics affect organizations and communities.

Students are expected to come away with an understanding of the institutional complexity of American political and social institutions. These perspectives will help them prepare for more advanced courses in public administration. The course is also designed to help students enlarge analytical, communication, and writing skills in preparation for graduate level education and career advancement.

Thorough and timely preparation is essential for the course's success. Course objectives can only be attained with the active participation of all participants. Every participant, as part of a team, will be required to make oral presentations and to lead class discussions.

Course learning objectives

By the end of the semester, the student is expected to be able to understand:

- How administration is different from but connected to politics
- The institutional logics of American public administration
- Behavioral factors that shape political and administrative decisions
- Basic foundations in the theory, practice, and skills of managing public organizations
- How social connections and networks matter in public problem solving
- The political constraints of public organizations
- The roles and responsibilities of the contemporary public administrator
- What motivates organizational employees in public and nonprofit organizations
- Potential biases in human decision making and how to overcome them

Course learning objectives (cont.)

- Recent and emergent trends in public administration practices
- How to work with others in analyzing and responding to complex administrative problems

Required Articles and Readings

There are many articles from journals and chapters from edited books. For journal articles, you can log on <http://my.usc.edu>. Then, click “USC Libraries” on the left hand side of the screen. After that, choose “Journals” inside the yellow box, and type in the name of the journal in which the article is published. Once you get on the journal’s homepage, you can go to specific issues and download the articles needed. For book chapters, you can log on Blackboard for this course; click “Content” on the left hand side of the screen, then click “Book Chapters”, and you will be shown a list of book chapters available for download.

NOTE: The professor reserves the right to modify, add, and/or delete any material in the course syllabus, including the course schedule or assessment procedures.

Recommended Supplementary Materials & Resources

Guidebook for APA Style Formatting and Writing

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author.

The Elements of Style by William Strunk, Jr. and E.B. White.

METHODOLOGY:

- Includes a **range of teaching and learning processes**, such as, readings, lectures, individual and team, research case analysis, and videos to stimulate and support critical analysis and class discussions, debates, and presentations.
- It is believed that learning is a process of **self-discovery** and **mental discipline**, therefore, emphasis will be on the development of an **inquisitive, critical, and creative mind**.
- This course focuses on a **learner-centered approach** and emphasizes **interactive** and **inclusive debates** in which **each** individual **student** is required to **come prepared** to participate and significantly **contribute** to the **learning process**.

Assignments and Grading

Participation/Attendance

You are required to attend every class session and to come prepared to participate in class discussions. In order to have informed discussions, you **MUST read all the assigned materials prior to the beginning of the relevant class session**.

Active participation in general class discussions and in small team activities is an essential ingredient in your personal and others’ learning experience as well as the success of the course. Therefore, you are expected to take a **dynamic role** in discussions involving the entire class and **be fully engaged** and **make extensive and positive contributions** by providing input, sharing thoughts and ideas, asking questions, and relating your own experiences as relevant to the topics being addressed in class.

The students will contribute to a positive learning environment by participating and leading the class discussion and taking personal responsibility for the overall quality of the classroom discussion.

Your participation points will be based on my assessment of your participation in and contribution to class discussions and class exercises. In general, my assessment of your participation is based on the

following scale: 4 = frequent/useful contributor; 3 = regular/moderate contributor; 2 = occasional contributor; 1 = rare contributor. Since attendance in class is a prerequisite for your participation, your participation points will be reduced to the extent that you are absent from class or arrive late and/or leave early.

Case Analyses

Case analysis will involve one in-class presentation by your team as well as two written case analyses prepared by you individually. The purposes of this component of your grade are to (1) expose you to real situations where particular public administration issues must be addressed, (2) provide an opportunity for you to offer rich and thoughtful insights and recommendations, and (3) demonstrate the value of thinking analytically about an administration problem.

Individual Assignments

Written Case Analyses

General Instructions

- A.** Read the case entirely first.
- B.** Study the case very carefully making deliberate observations while identifying and writing the key issues/facts or problems/opportunities that the decision maker must consider, and briefly describe the decision context faced by this individual.
- C.** Read the questions carefully and answer them based on your analysis of the information available in the case and from your relevant reading assignments.

The case analysis report should begin with a brief summary paragraph of the case by assessing the specific situation and identifying the general administration issues that you think it raises.

Analysis means that you draw out pertinent issues from the case and apply the concepts and theories we have been exploring in this course to the facts of your case. Focus on the complexity of your case to present a clear and well-supported analysis rather than merely restating a listing or report of the factual and conceptual elements.

The remainder of the report should address the specific questions posed in relation to the assignment (at the end of the case). Provide reasoning and evidence from the course reading to support your answers. The case analysis report is an opportunity to apply your knowledge of public administration to the specific situation. Each total case analysis should be approximately 4-5 pages in length, although if all the questions are addressed adequately and thoroughly, the final length of the report is not too critical. The grade for each analysis will be affected by the clarity, style, and grammatical accuracy of your writing.

Current Affairs Exercise

For every class, each student will bring a current news article on the public sector as it relates to what you're learning about public administration concepts and theories. Rather than report only the facts, this is designed to push you into answering the "so what?" question – what can we, as public administrators, learn by reading about and thinking about what's happening in society?

Reflective/Learning paper.

At the end of the semester, you are required to write a short paper (1000-1250 words) that explains what you think are the three most interesting lessons and/or useful "take-aways" you gained from the course. This paper can focus on any of the material addressed in the course, including readings, lectures, class discussions, presentations, etc. Your discussion should be a reflective analysis of your personal narrative of your outgrowth from our collective studies by clearly and concisely explaining

what you have learned as well as *why* you think these lessons are important or valuable to you *personally*. In other words, this paper should be reflective and self-evaluative, explaining how and why what you learned in the class can be helpful to you personally and professionally now and particularly in the future. In general, you should focus on how these lessons will be helpful to you going forward rather than on how they give you a better understanding of things that have happened in the past.

This paper will be evaluated in terms of the extent to which it is thoughtful and reflective, shows some depth in terms of identifying new or different ways of thinking or acting stimulated by course material, clarifies the personal important/relevance of your three lessons, and is well-written. The paper is due on the last day of classes, and there will be points deducted as a penalty if it is turned in late.

Team Assignments

Each student will become part of a small team to work collaboratively and prepare for these assignments.

You must be available outside of classroom time to meet with team members at some point during the week. Time for working on the team assignments will also be provided during some class sessions. Each team will receive a grade for their analysis and presentation. In addition, however, each team member will confidentially evaluate the participation and contribution of the other members of the team. These peer evaluations will be combined with the team grade to determine the grade for each individual member of the team.

Team-led Case Presentation and Discussion

Your team will lead discussion of one case, preferably using Power Point or some other visual aid mechanism. The questions that are included at the end of the case can be used as guidance for the team. Your team's grade will be determined by the extent to which the team is able to (1) briefly describe the case, (2) facilitate an exchange with the other students that stimulates discussions regarding the case and the **course readings** that precede it, and (3) offer conclusions about how knowledge from the case contributes to our skills as public administrators. Creativity is highly encouraged and valued. Case discussions will last approximately 40 minutes (approximately 20 minutes of content and 20 minutes of class discussion). **Teams will be evaluated on the extent to which they can spark and facilitate a substantively constructive discussion among the students.** Each team will submit a hard copy of their Power Point/visual aid presentation (can be black and white, more than one slide per page) to me prior the class session

Team-led Course Material Presentation and Discussion

Each team will be responsible for presenting an overview on a set of course readings and the class discussion. Please see Appendix I at the end of the syllabus for further details.

Final Team Project

The project will consist of two parts: a written analysis and a presentation. These presentations will take place at the end of the semester. Note that attendance at the presentation session is mandatory. More details on the nature of this project will be discussed in class.

Performance Evaluation

Grading for the course will be based on the above factors, as follows:

Individual	
Participation/Attendance	15 points
Case Analyses	20 points
Current Affairs Exercise	10 points
Reflective/Learning paper	5 points
Team	
Team-led Case Presentation and Discussion	15 points
Team-led Course Material Presentation and Discussion	10 points
Final team project	25 points
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Total	100 points

At the end of the semester, the final point total for each student will be calculated and the distribution of these scores examined for “breaks” that will be used to differentiate between the relevant letter scores that will be assigned as the grade for the course.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

COURSE OUTLINE

Session 1: Aug 29 - Introduction

Session 2: Sept 5 - The Study of Public Administration

The article by Woodrow Wilson is considered by most scholars as the first scholarly publication in the U.S. that examines public administration as a field of study. The article raises many questions that are still being debated nowadays: (1) Should politics be separate from administration? (2) Should administrative responsibilities be concentrated or dispersed? (3) Is there a generic set of administrative principles that can be applied across different political systems?

In Chapters 1 and 2 of his book, James Q. Wilson uses three public sector examples to illustrate the importance of organization and how different types of administrative problems need to be dealt with by different organizational design principles. In reading these two chapters, you may want to think about how James Q. Wilson would respond to the three questions mentioned in the preceding paragraph.

- Woodrow Wilson (1887) "The Study of Administration," *Political Science Quarterly* Vol. 2, No.2, pp. 197-222. (Available from USC Libraries at my.usc.edu)
- James Q. Wilson (1989) *Bureaucracy: What Government Agencies Do and Why They Do It*. Scranton, PA: Basic Books,
 - Chapter 1 "Armies, Prisons, Schools" and
 - Chapter 2 "Organization Matters". (Available from Blackboard)

Session 3: Sep 12 - The Constitutional Foundations of American Public Administration (1)

One can hardly understand American Public Administration without considering the federal system in which government agencies operate. A classic statement on the basic design principles of American Federalism can be found in the Federalist Papers No. 10 and No. 51 written by James Madison who emphasizes the importance of developing a constitutional system that safeguards citizens against any arbitrary exercise of authority and the tyranny of the majority. When you are reading these classic papers, you may want to think about whether the institutional design principles Madison discusses are still valid for contemporary America. The chapter by Morgan, England, and Pelissero examines the basic features and evolution of American Federalism. What are the major ways in which Federal and state governments are related to local governments in the U.S.? Peterson examines two contending perspectives for understanding American Federalism: functional and legislative theories. What are the major elements of these two theories? Which of these two theories better explain recent trends in American politics?

- James Madison (1787 & 1788) *The Federalist Papers*, No. 10 & No. 51 (Available from Blackboard)
- David R. Morgan, Robert E. England, and John P. Pelissero (2007) "Cities and the System of Intergovernmental Relations," in their *Managing Urban America*, 6th edition, Washington, DC: CQ Press. (Available from Blackboard)
- Paul E. Peterson (1995) "Functional and Legislative Theories of Federalism," in his *The Price of Federalism*, Washington, DC: The Brookings Institution. (Available from Blackboard)

Case

Adams, B., Sparrow, G., & Ballard, R. (2009). "Case 19: A Jail in city center," in Newell, C. (Ed.). *Managing local government: Cases in Effectiveness*. Washington, DC: ICMA Press. Retrieved from: <https://icma.org/publications/managing-local-government-cases-effectivenesscase-19-jail-city-center-pdf>

Session 4: Sep 19 - The Constitutional Foundations of American Public Administration (2)

Local governments play an important role in American Federalism. According to Morgan, England, and Pelissero, what are the major historical events that led to the current forms of local government in the U.S.? In what ways are municipal governments structured politically? Oakerson examines "the polycentric design of government in metropolitan areas" in U.S. How would you evaluate such a polycentric design in the context of Peterson's arguments on American Federalism? Knox examines the factors conducive to sub-urban sprawl in the U.S. In what ways does the U.S. local government system contribute to this trend?

- David R. Morgan, Robert E. England, and John P. Pelissero (2007) "Urban Political Structure" in his their *Managing Urban America*, 6th edition, Washington, DC: CQ Press. (Available from Blackboard)
- Ronald J. Oakerson (2004) "The Study of Metropolitan Governance," in Richard C. Feiock, ed. *Metropolitan Governance: Conflict, Competition, and Cooperation*, Washington, DC: Georgetown University Press. (Available from Blackboard)
- Paul Knox (2007) "Schlock and Awe: The American Dream, Bought and Sold," *The American Interest* March/April, pp. 58-67. (Available from Blackboard)

Session 5: Sep 26 - "Self-Interest" in the Public Sector

A major controversy in the social sciences concerns human motivation in social contexts. Are human beings primarily self-interested? If so, what is the foundation for human cooperation? One of the most fascinating lines of research is the study of prisoners' dilemmas, characterized by situations in which individually advantageous actions, in aggregate, lead to collective disasters. Thousands of books and articles have been published that examine how the prisoners' dilemma can be used to understand various social, political, and organizational issues.

Poundstone's chapter examines the basic tenets of the prisoners' dilemma and their social and political implications. Zamir and Sulitzeanu-Kenan examine "the psychological processes that lead well-intentioned people to violate moral and social norms." Oakerson, following Tocqueville's argument about self-interest rightly understood, takes a middle of the road approach in emphasizing both the self-interest motivation of the individual and the need to create conditions that are conducive to the development of reciprocal and mutually beneficial relationships among individuals and collective units.

When you are reading these materials, you may want to consider the following questions: (1) Is the prisoners' dilemma a realistic depiction of meaningful social and administrative situations? (2) What kinds of methods can be used to resolve prisoners' dilemmas? (3) Which is more fundamental, self-interest or the moral sense? (4) How can the principle of reciprocity be applied to solve political and administrative problems?

- William Poundstone (1992) "Prisoner's Dilemma," in his *Prisoner's Dilemma*, New York: Doubleday. (Available from Blackboard)

- Eyal Zamir and Raanan Sulitzeanu-Kenan (2018) "Explaining Self-Interested Behavior of Public Spirited Policy Makers," *Public Administration Review* Vol. 78, No. 4, pp. 579-592. (Available from USC Libraries at my.usc.edu)
- Ronald J. Oakerson (1988) "Reciprocity: A Bottom-Up View of Political Development," in V. Ostrom, D. Feeny, and H. Picht, eds. *Rethinking Institutional Analysis and Development*, San Francisco: ICS Press. (Available from Blackboard)

Session 6: Oct 3 - Social Capital, Social Networks, and Governance

The concept of social capital was popularized in the 1990s by the political scientist Robert Putnam in a well-known article in the Journal of Democracy called "Bowling Alone", which indicates a long-term and gradual decline of social capital in the United State in the preceding decades. What is the meaning of social capital? Why is social capital important for governance and social problem solving? Another concept that is closely related to social capital is social networks.

Barabasi provided some examples of how people may be connected to each other different social and economic arenas. In what ways are the concepts of social capital and social networks similar or different from each other? Engbers and Rubin examined how different types of social capital and networks may help reduce transaction cost barriers for economic development and multiply the effect of economic investments. When you are reading these articles, you may reflect on why social capital is an important concept for public administration.

- Robert D. Putnam (1995) "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* Vol. 6, No. 1, pp. 65-78. (Available from USC Libraries at my.usc.edu)
- Albert-Laszio Barabasi (2003) "Small Words" in his *Linked: How Everything is Connected to Everything Else and What It Means for Business, Science, and Everyday Life*. New York: Pulme. (Available from Blackboard)
- Trent A. Engbers and Barry M. Rubin (2018) "Theory to Practice: Policy Recommendations for Fostering Economic Development through Social Capital," *Public Administration Review* Vol. 78, No. 4, pp. 567-578. (Available from USC Libraries at my.usc.edu)

Session 7: Oct 10 - Organizational Processes (1)

You may recall from reading Chapters 1 and 2 of the Wilson book that government agencies are subject to various constitutional and political constraints, which limit our abilities in administrative reform. In Chapters 7 of his Bureaucracy book, Wilson elaborates on how these constraints affect the way we deliver public services. Schuck's chapter on "Bureaucracy" highlights many current problems of the Federal bureaucracy that contribute to pervasive policy failures. Is his analysis convincing? What would James Q. Wilson say about Schuck's analysis? To what extent are the "bureaucratic problems" identified by Wilson and Schuck common across different countries? Tang, Callahan, and Pisano highlight the need for local governments to reconcile the competing interests of multiple stakeholders in order to maintain fiscal sustainability, further illustrating the political constraints on government management. Do local governments in other countries face similar political constraints?

- James Q. Wilson (1989) *Bureaucracy: What Government Agencies Do and Why They Do It*. Scranton, PA: Basic Books, Chapter 7 "Constraints". (Available from Blackboard)
- Peter H. Schuck (2014) "Bureaucracy" in his *Why government Fails So Often: And How It Can Do Better*, Princeton, NJ: Princeton University Press. (Available from Blackboard)

- Shui-Yan Tang, Richard Callahan, and Mark Pisano (2014) “Using Common-Pool Resource Principles for Design Local Government Fiscal Sustainability,” *Public Administration Review*, Vol. 74, No. 6, pp. 791-803 (Available from Blackboard)

Case

Kloby, K. (2009). “Case 15: Performance measurement sea change,” in Newell, C. (Ed.). *Managing local government: Cases in Effectiveness*. Washington, DC: ICMA Press. Retrieved from <https://icma.org/publications/managing-local-government-cases-effectiveness-case-15-performance-measurement-sea>

Oct 17 - Fall Recess

Session 8: Oct 24 - Organizational Processes (2)

A major issue in organizational analysis is how to secure cooperation from members in an organization. Is it through material incentives or other intangible factors such as professional values and a sense of solidarity among co-workers? James Q. Wilson (Chapter 9) suggests that it depends on the nature of the organization, that is, whether its outputs and outcomes are easily measurable. In Chapter 4, Wilson also suggests that experience, professionalism, and ideology may influence rank-and-file bureaucrats’ behavior. The articles by Robertson and Tang examine two theoretical perspectives—rational choice and organizational behavior—for understanding what generates organizational commitment. Based on your own experience, which perspective do you think is more useful for understanding organizational commitment? What are your own strategies for generating cooperation from your co-workers or classmates with whom you need to work as a team? To what extent can your strategies be applied in other organizational settings?

- James Q. Wilson (1989) *Bureaucracy: What Government Agencies Do and Why They Do It*. Scranton, PA: Basic Books,
 - Chapter 9 "Compliance" and
 - Chapter 4 “Beliefs” (Available from Blackboard)
- Peter J. Robertson and Shui-Yan Tang (1995) "The Role of Commitment in Collective Action: Comparing the Organizational Behavior and Rational Choice Perspectives," *Public Administration Review* Vol. 55, No. 1, pp. 67-80. (Available from USC Libraries at my.usc.edu)
- Online: American Society for Public Administration (ASPA) Code of **Ethics**
<https://www.aspanet.org/ASPA/Code-of-Ethics/Code-of-Ethics.aspx>
- International City/County Management Association (ICMA) Code of **Ethics** (Available from Blackboard)
- Video: Design Approach to Administrative Ethics by Dr. Terry L. Cooper
<https://youtu.be/qtJEpOVW308>
Other videos available at:
https://www.youtube.com/channel/UCS6aGPb_X_v1fWEgSWUxayQ/videos

Case

Opp, S. (2009). “Case 3: Cartgate.” in Newell, C. (Ed.). *Managing local government: Cases in Effectiveness*. Washington, DC: ICMA Press. Retrieved from <https://icma.org/publications/managing-local-government-cases-effectiveness-case-3-cartgate-pdf>

Session 9: Oct 31 - Rationality and Decision-Making

The task of decision-making pervades any administrative organization. Thus a fundamental question in administrative analysis is what constitutes rational decision-making. In the article "The Science of 'Muddling Through'," Charles Lindblom contrasts two approaches to decision making--rational comprehensive vs. successive limited comparisons. What are the major differences between these approaches? Which of these two approaches is more useful for understanding decision-making?

Belle et al. examine several mechanisms that lead to public servants making biased judgements. Can you think of examples of your own decisions that were influenced by these mechanisms? In what way can an understanding of these mechanisms help improve decision making in public management? Mercier and Sperber explain the mechanisms behind "the myside bias". What can we do to overcome this kind of bias?

- Charles Lindblom (1959) "The Science of 'Muddling Through,'" *Public Administration Review* Vol. 19, No. 2, pp. 79-88. (Available from USC Libraries at my.usc.edu)
- Nicola Belle, Paloma Cantrarelli, and Paolo Bordinelli (2018) "Prospect Theory Goes Public: Experimental Evidence on Cognitive Biases in Public Policy and Management Decisions," *Public Administration Review* Vol 78, No. 6, pp. 828-840. (Available from USC Libraries at my.usc.edu)
- Hugo Mercier and Dan Sperber (2017) *The Enigma of Reason*, Cambridge, MA: Harvard University Press, Chapter 11 "Why is Reasoning Biased". (Available from Blackboard)

Session 10: Nov 7 - Market-Based Arrangements: Opportunities, Challenges, and Pitfalls

Governments often need to rely on private-sector organizations to produce and deliver public services. There are, however, many potential pitfalls when governments enter into purchasing and contractual relationships with these organizations. What are these potential pitfalls and what can be done to mitigate them?

- Trevor Brown and Matthew Potoski (2004) "Managing the Public Service Market," *Public Administration Review* Vol. 64, No. 6, pp. 656-668. (Available from USC Libraries at my.usc.edu)
- Jonathan D. Breul (2010) "Practitioner's Perspective—Improving Sourcing Decisions" *Public Administration Review* Vol. 70, December, Special Issue, pp. S193-S200 (Available from USC Libraries at my.usc.edu)
- Trevor Brown, Matthew Potoski, and David M. Van Slyke (2018) "Complex Contracting: Management Challenges and Solutions," *Public Administration Review* Vol. 78, No. 5, pp. 739-747 (Available from USC Libraries at my.usc.edu)

Case

"The Human Side of Privatization" (Available from Blackboard)

Session 11: Nov 14 - Customer and Results/Performance-Driven Government

A major theme of New Public Management is a re-conceptualization of ways for running government agencies—focusing on accomplishing on customer satisfaction and results orientation. Perry et al. provide an overview of extant empirical research on the efficacy of performance-related pay reforms. Swiss examines the conditions for developing results/performance based management. Jackobsen et al.

examine different approaches for performance measurement and management. How do their arguments relate to your own work experience in different types of organizations?

- James L. Perry, Trent A. Engbers, and So Yun Jun (2009) “Back to the Future? Performance Related Pay, Empirical Research, and the Perils of Persistence,” *Public Administration Review*. January/February, pp. 39-51. (Available from USC Libraries at my.usc.edu)
- James E. Swiss (2005) “A Framework for Assessing Incentives in Results-Based Management,” *Public Administration Review*, Vol. 65, No. 5, pp. 592-602. (Available from USC Libraries at my.usc.edu)
- Mads Leth Jakobsen et al. (2018) “Making Sense of Performance Regimes: Rebalancing External Accountability and International Learning” *Perspectives on Public Management and Governance*, Vol. 1, No. 2, pp. 127-141. (Available from USC Libraries at my.usc.edu)

Case

Mills, T. (2009). “Case 14: County prison overtime,” in Newell, C. (Ed.). *Managing local government: Cases in Effectiveness*. Washington, DC: ICMA Press. Retrieved from <https://icma.org/publications/managing-local-government-cases-effectiveness-case-14-county-prison-overtime-e-document>

Session 12: Nov 21 - Community-Based Organizations, Collaborative Governance, and Crowdsourcing

In addition to markets and hierarchies, community-based organizations can be effective means for solving major governance problems in society. According to Osborne and Gaebler, what are the essential conditions for the effective functioning of these types of organizations? Can governments play a role in supporting these organizations? Tang and Mazmanian examine conditions for effective functioning of collaborative governance. Liu provides an overview on the challenges of using crowdsourcing in public service delivery.

- Osborne and Gaebler (1993) “Community-Owned Government: Empowering Rather Than Serving,” in their *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*, New York: Penguin Books. (Available from Blackboard)
- Shui-Yan Tang and Daniel A. Mazmanian (2010) “Understanding Collaborative Governance from the Structural Choice Politics, IAD, and Transaction Cost Perspectives,” The Bedrosian Center, USC. (Available from Blackboard)
- Helen Liu (2017) “Crowdsourcing Government: Lessons from Multiple Disciplines,” *Public Administration Review* Vol. 77, Issue 5, pp. 656-667.

Case

Reinke, S. (2009). “Case 11: Race, politics, and low-income housing,” in Newell, C. (Ed.). *Managing local government: Cases in Effectiveness*. Washington, DC: ICMA Press. Retrieved from <https://icma.org/publications/managing-local-government-cases-effectiveness-case-11-racepolitics-and-low-income>

Nov 28 Thanksgiving Holiday

Session 13: Dec 5 - Public Administration and the Future

Tapscott, D., Williams, A. D. and Herman, D. (2008). "Government 2.0: Transforming Government and Governance for the Twenty-First Century". *Government, Wikinomics and Democracy*. New Paradigm. (Available on Blackboard)

Soni, V. (2011). "A General Framework for Understanding 21st Century Public Sector Organizations". *International Journal of Public Administration*, 34: 76–83. (Available on Blackboard)

Speier, J.V. (2012). "Sustainable Development and Tourism". *Cadernos FGV Projetos*, June/July, Year 7, No. 20. (Article begins on page 100; Journal published for the Rio+20-United Nations Conference on Sustainable Development). (Available on Blackboard)

Dec 12 Exam week: Final Team Project Presentations

Appendix 1
Guidelines for Preparing Team Presentations

1. Each member of the team should read all the assigned readings for the week.
2. The team should meet only after every member has done his/her reading.
3. The team should collectively decide on 10 key ideas it has about the readings. Each key idea should be spelled out in no more than 2 or 3 (complete) sentences. While the team may elaborate on and add examples to each idea verbally during the presentation, all 10 key ideas must be fitted into one printed page and be posted on Blackboard.
4. In addition to the one-page handout, each team may use about 6 pages of PPT slides in the presentation and give a printed copy to the professor prior to starting the presentation (black and white, more than one slide per page).
5. Each presentation should be supplemented by a short video or other media on a topic related to the readings.
6. When developing these key ideas, the team may consider these issues:
 - a. What are some common themes that come across in most or all of the readings for the week?
 - b. How do some of the theories/examples you learned from the readings relate to your own professional experience?
 - c. Can you think of other examples/cases that may support or contradict the arguments raised in the readings?
 - d. If you want to remember only 3 or 4 key things from the set of readings, what would they be?
 - e. Are there any gaps, inaccuracies, or other problems you see in any of the readings?
7. When developing your 10 key ideas, remember to avoid making your presentation a mechanical summary of each reading, one at a time. Each team member should be responsible for part of the presentation, but make sure that you avoid having each member summarize one particular reading. The key point of the presentation is not to do a mechanical and exhaustive summary of all the readings. Each team should spend no more than 20 minutes presenting the 10 key ideas. 8. After presenting the 10 key ideas, the team should raise 3 to 4 questions for discussion. Try to come up with questions that can **trigger fruitful discussion in class**.
9. The evaluation of your team presentation will be based on the following criteria:
 - a. Thoughtfulness: creativity, insights, etc. (the key is to go beyond any mechanical summary) (4 points)
 - b. Delivery, i.e., whether each team member explains the ideas clearly and effectively; whether presentation guidelines are followed (3 points)
 - c. Quality of the discussion questions, and whether they trigger fruitful discussion (3 points).