EMPA 720:
EXECUTIVE SEMINAR IN PUBLIC ADMINISTRATION

Instructor: Lynita Newswander, PhD
Office Hours: TBD
Phone: 209-985-8113
Email: Lynita.Newswander@usd.edu

Required Text:


Additional readings will be posted on Desire2Learn

Course Description:

Early administrative scholar Marshall Dimock declared that a “philosophy of administration comes close to being a philosophy of life” (1958, p. 2). This insight cannot be understated. The way we organize and work reflects deeper understandings about how we try to direct and cultivate who we are. The potential for human advancement or regression is often filtered through modern organizations. Because organizations have not only become the most powerful institutions of our day, but also have come to mold the people who work for them and the people who interact with them, it is critical to take a closer look at these systems. In this class, we take a more exacting view of public organizations by analyzing how they function in a Constitutional republic. The ability to deliver, supervise, and maintain the implementation of public goods is shaped by one’s ability to bring together managerial, political, legal, ethical, and Constitutional factors. This multi-dimensional perspective of how to administer is accompanied by the impacts of public administration. The ramifications of how we run the Constitution play a significant role in the development of not only administrators, but also citizens. This is why public actors carry a significant responsibility in carrying out public ends in a way that is morally and constitutionally sound.
Goals:

The basic goal of the class is to bring together practical realities with theoretical insights. As a result, administrative praxis becomes a lynchpin to understanding the ethical, managerial, and constitutional complexities between means and ends. The ability to grasp how administration works within a public environment provides insights into the power, limitations, and promise of the state’s ability to carry out public programs for its citizens. Furthermore, it sheds light on how the carrying out of these public ends shapes not only the regime, but also the citizens who compose it.

Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and assess the historical development of the field of</td>
<td>Engagement Activities</td>
</tr>
<tr>
<td>public administration</td>
<td>Exams</td>
</tr>
<tr>
<td>Formulate and analyze the connections that exist between</td>
<td>Engagement Activities</td>
</tr>
<tr>
<td>administrative theory and practice</td>
<td>Reaction Paper</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
</tr>
<tr>
<td>Demonstrate and assess how bureaucratic organizations that</td>
<td>Engagement Activities</td>
</tr>
<tr>
<td>centralize power fit within a constitutional framework that</td>
<td>Exams</td>
</tr>
<tr>
<td>divides and separates power</td>
<td></td>
</tr>
<tr>
<td>Categorize and compare the differences between operators, mangers,</td>
<td>Engagement Activities</td>
</tr>
<tr>
<td>and executives that exist within public organizations</td>
<td>Exams</td>
</tr>
<tr>
<td>Apply and evaluate managerial techniques to the practice of</td>
<td>Reaction Paper</td>
</tr>
<tr>
<td>managing public programs</td>
<td>Research Paper</td>
</tr>
</tbody>
</table>

Methods of Assessment:

Engagement Activities

You will be placed in groups of five to seven students, which will serve as a forum for group discussion. In this small setting, it is required that students make two substantive comments (or more if you chose) concerning that week’s readings. The first comment must be posted by midnight on Friday of each week. The second comment must be made between Saturday and Monday. **A failure to post on time will result in an automatic 2 point deduction.** This means that you post once before Friday night and another time between Saturday and Monday.

Each group will have a discussion board and the instructor will provide questions on a weekly basis to help facilitate discussion and debate. Comments need to be well-thought out. When you agree or disagree with certain points, you must provide substantial reasons; merely saying “I agree” or “I disagree” is not enough. Comments should be about a paragraph long. The purpose of these groups is to go back-and-forth with other students in order to facilitate the learning process. And remember, please be civil, even in disagreement. Entries for each week are worth a total of 4 points. You will be graded on your interaction with other students and the instructors’ questions and the thoroughness...
of your responses. **In addition, a failure to post for four weeks or eight times will result in failing the class.**

In your engagement activities (and for all written communication in this class), please follow the USD’s General Netiquette guidelines found in the CE Online Orientation: [http://www.usd.edu/~media/files/USD-online/online-orientation-guide.ashx?la=en](http://www.usd.edu/~media/files/USD-online/online-orientation-guide.ashx?la=en). It is expected that students will write in a formal tone, use complete sentences, and check your spelling.

<table>
<thead>
<tr>
<th>Comments are substantive</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments respond to instructor and/or peer feedback</td>
<td>2 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4 Points</strong></td>
</tr>
</tbody>
</table>

**Reaction Paper**

The Technocracy Thesis

Public administration was founded during the Progressive period. As a result, the field has been embedded with progressive values: using science and rationality to solve public problems through government bureaucracies. Over the past thirty years, this ethos has been under attack. In completing this assignment, first read three articles in the content section under the reaction paper section that directly criticizes technocracy (the articles will become available after the first test). Second, write a two to three page double spaced paper that directly responds to these articles. In writing this short essay, make sure to be nuanced and focus on analyzing, criticizing, and providing reasons for why you support or reject technocracy. If technocracy is to be rejected, what foundation should administration rest on? Try to avoid too much description and make sure to connect your arguments back to the class readings. The reading material for this assignment is in the content section.

**Furthermore, please include a brief proposal (2 to 3 sentences) for your final paper.**

Please upload your reaction paper and proposal to the dropbox.

**Research Paper**

Students have two options regarding their final papers. Please pick one:

1. Write a 10-12 page double-space paper (title page, abstract, and works cited do not count toward your page limit) that focuses on **one major thinker** (e.g., Waldo, Simon, Follett, Lindlbom, Taylor, Mayo) in public administration. If you pick a thinker we have already read in class, then your research needs to go beyond what we have already read. By relying on class readings and recommended readings as a starting point, you are expected to give an overview of your area of interest, provide a literature review of his or her work, and show how it has been applied in practice. This paper is designed to help you see the connection between theory and practice. In general, it should have four sections: introduction, lit review and critique, application
to the real world, and conclusion. Upload your paper to the dropbox. Also, please see the writing guidelines below.

2. Write a 10-12 page double-space paper (title page, abstract, and works cited do not count toward your page limit) that uses one major theory or idea (e.g., culture, autonomy, accountability, constraints, contextual goals, NPM, NPG) of public administration. By relying on class readings and recommended readings as a starting point, you are expected to give an overview of your area of interest, provide a literature review of that area, and show how it has been applied in practice. This paper is designed to help you see the connection between theory and practice. In general, it should have four sections: introduction, lit review and critique, application to the real world, and conclusion. Upload your paper to the dropbox. Also, please see the writing guidelines below.

Exams
There will be two written exams given throughout the course of this class. These are take home exams, and therefore you did not need to find a proctor. The content will be based on class readings, engagement questions, and overall class discussions. The instructor will provide you a range of questions to answer. You must answer at least three of the questions from the list. Neither exam should exceed 2,250 words. However, don’t worry if you are over by a few words. Upload your exam to the dropbox in D2L. Also, please see the writing guidelines below.

PhD Students
If you are a PhD student, please directly email me at the start of the semester. Your expectations for the class will be slightly different.

Writing Guidelines (this applies to all writing assignments)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Strong introduction with a clear and compelling thesis Body of the paper provides strong arguments and evidence that strengthens the thesis/argument A conclusion that rationally connects your evidence with your argument Arguments strongly backed up by citing academic works (works cited page is required and done properly) APA formatting is required 12 Font, Times New Roman, One Inch margins, Name on Paper, Saved as a Word Document Explains concepts in a thorough manner Fits the word or page requirements (title page, optional abstracts, and works cited page do not count as part of word counts or the required page length for assignments) Few grammatical errors</td>
</tr>
<tr>
<td>80-90</td>
<td>Good introduction with a clear thesis</td>
</tr>
</tbody>
</table>
Body of the paper provides solid arguments and evidence that strengthens the thesis/argument
Conclusion that connects your evidence and your argument
Arguments backed up by citing academic works (works cited page is required)
Explains concepts in a decent manner
Issues with grammatical errors

79 and below
Weak introduction with a confusing thesis
Body of the paper provides few arguments and evidence that strengthens the thesis/argument
Conclusion that that does not connect your evidence with your argument
Does not use APA formatting
Does not use 12 Font, Times New Roman, One Inch margins
Does not put name on paper, and does not save as a Word Document
Does not back up argument by citing academic works
Does not include a works cited page
Do not explain concepts in a decent manner
Do not fit the word or page requirements (title page, optional abstracts, and works cited page do not count as part of word counts or the required page length for assignments)
Significant issues with grammatical errors

Regurgitated & Original Work
The major research paper, tests, and the reaction paper are checked by a plagiarism software called Turnitin. Regurgitated work or written material done for another class will not be accepted. **Furthermore, any paper that has a Turnitin Similarity percentage of 35% or higher will not be looked at and be considered incomplete. If a student does have a 35% or higher percentage, then he or she will be need to resubmit the paper until it falls beneath this threshold for it be graded** (the late policy is still in effect while a student rewrites his or her paper to fall under the 35% standard). Furthermore, just because a score is beneath 35% does not mean that a student has avoided plagiarism. Please cite properly, quote material taken from another source, etc. Finally, look at the academic integrity section below about penalties and process associated with plagiarism.

Late Work
Apart from the engagement activities (please look above to the see late policy for engagement activities), late work will be docked 5% for the first day it is late, 10% for being late on the third day, and 15% for being late on the fifth day. Work submitted after five days will need instructor approval and will have additional deductions and obligations.
Due Dates*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Paper</td>
<td>Oct 30th</td>
</tr>
<tr>
<td>Research Paper</td>
<td>Nov 30th</td>
</tr>
<tr>
<td>Exam #1</td>
<td>Uploaded on Oct 3rd and due on Oct 10th</td>
</tr>
<tr>
<td>Exam #2</td>
<td>Uploaded on Dec 1st and due on Dec 7th</td>
</tr>
</tbody>
</table>

*All assignments, including engagement activity comments, are due on or before midnight of their respective dates based on CST. Assignments will be graded and returned within two weeks of their respective due dates. Grades and comments will be uploaded to D2L in the dropbox.

Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Engagement Activities</td>
<td>Approximately 48 points</td>
</tr>
<tr>
<td>Reaction Paper</td>
<td>10 points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam #1</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Grade Allocation

Points and percentages are allocated based on a letter grade, except for the engagement activities, which is simply a four-point scale. Here is a conversion table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>D</td>
<td>65</td>
</tr>
<tr>
<td>F</td>
<td>50</td>
</tr>
<tr>
<td>INC</td>
<td>Contact Professor</td>
</tr>
</tbody>
</table>

Grading Scale*

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.6% and above</td>
<td>A</td>
</tr>
<tr>
<td>79.6% to 89.5%</td>
<td>B</td>
</tr>
<tr>
<td>69.6% to 79.5%</td>
<td>C</td>
</tr>
<tr>
<td>59.6% to 69.5%</td>
<td>D</td>
</tr>
<tr>
<td>59.5% and below</td>
<td>F</td>
</tr>
</tbody>
</table>

*The professor will not calculate your grade during the semester to project what scores you need in order to get a particular grade. Furthermore, this grading scale is set in stone. For example, this means a final grade of 89.5 or 79.3 will not be rounded up.

Course Sequencing:

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Start of the academic week; new course readings and listen to weekly lecture</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
</tbody>
</table>
Thursday
Make at least one engagement response on your discussion board by midnight

Friday
Make second engagement response by midnight; end of academic week

Saturday

Sunday

Expectations:

Students
Students will be expected to understand the course syllabus, follow the course schedule, keep up on the weekly readings, and complete assignments on time. If there is an emergency or conflict with the schedule, students must contact the instructor prior to any scheduling issue. Participation is absolutely necessary, especially in an on-line course and therefore students should be willing to voice their opinions in an appropriate manner.

In addition, students should familiarize themselves with the CE Online Orientation that can be accessed from this link: http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en. Please take advantage of the technical and student support services that the Division of Continuing Education provides.

Instructor
The instructor will be accessible to students through email, office calls, and discussion boards. All phone calls and emails will be replied within 48 hours. The instructor will also provide timely feedback on all examinations and assignments and strive to provide the best educational environment.

Technology Requirements:
The University of South Dakota requires that students satisfy certain technology requirements, which can be found in the CE Online Orientation document: http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en. For this class, students will be expected to need: Office 2010 and Adobe Acrobat Reader. Power Point 2010 is critical so you can listen to the lectures.

Course Modifications:
I reserve the right to modify this syllabus.

Course Policies:

Academic Integrity
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook and South Dakota Board of Regents policy 2-33 [www.sdbor.edu/policy/Documents/2-33.pdf].

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Disability Accommodation**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.
Schedule of Classes

Aug 22  Max Weber

Listen to Weekly Lectures

Look over Lecture Notes

Fry and Raadschelders, Introduction

Fry and Raadschelders, Chapter 1: Max Weber (please do not read the Legacy portion after this chapter; in fact, you do not have read any of the Legacy portions)


Aug 29  Frederick Taylor

Important Note:
Because of the holiday on the 4th, your second comment is due on the 3rd at midnight. However, you will not be penalized if you upload your second comment on the 4th.

Listen to Weekly Lectures

Look over Lecture Notes

Fry and Raadschelders, Chapter 2: Frederick W. Taylor (please do not read the Legacy portion after this chapter; in fact, you do not have read any of the Legacy portions)

Taylor (1911). The Principles of Scientific Management.

Sept 5  Woodrow Wilson and Luther Gulick

Listen to Weekly Lectures

Look over Lecture Notes


Fry and Raadschelders, Chapter 3: Luther H. Gulick


**Sept 12**  
**Elton Mayo**

Listen to Weekly Lectures

Look over Lecture Notes

Fry and Raadschelders, Chapter 5: Elton Mayo


**Sept 19**  
**Herbert Simon**

Listen to Weekly Lectures

Look over Lecture Notes

Fry and Raadschelders, Chapter 7: Herbert A. Simon

Herbert A. Simon (1997). *Administrative Behavior* (Chapters 1, 3, 9 [p. 250-264], and 10—and, please don’t read any of the commentaries after each chapter)

**Sept 26**  
**Dwight Waldo**

Listen to Weekly Lectures
Look over Lecture Notes

Fry and Raadschelders, Chapter 9: Dwight Waldo

Fry and Raadschelders, Chapter 10: Conclusion


Oct 3  Exam #1

Oct 10  Organization and Operators

Listen to Weekly Lectures

Look over Lecture Notes

James Q. Wilson, Chapters 1-6

Oct 17  Management

Listen to Weekly Lectures

Look over Lecture Notes

James Q. Wilson, Chapters 7-9


Oct 24  Executives

Listen to Weekly Lectures

Look over Lecture Notes

James Q. Wilson, Chapters 10-12
Oct 31  **Bureaucratic Issues: Rules, Arbitrary Rule, and Accountability**

Listen to Weekly Lectures

Look over Lecture Notes

James Q. Wilson, Chapters 17-18


Nov 7  **New Public Management (NPM)**

**Important Note:**
Because of the holiday on the 10th, your first comment is due on the 9th at midnight. However, you will not be penalized if you upload your second comment on the 10th.

Listen to Weekly Lectures

Look over Lecture Notes

James Q. Wilson, Chapter 19-20


Nov 14  **New Public Governance (NPG)**

Listen to Weekly Lectures

Look over Lecture Notes


Nov 21  Thanksgiving Break

Nov 28  Research, Review, & Writing