

Political Science 237
Public Policy and Public Administration
Spring 2013

John Reynolds
Comenius 113
Phone: 861-1408
E-mail: reynoldsj@moravian.edu

Office Hours: M, W and F 10:00 to 11:00 and by appointment

Introduction

In the U.S. political economy, there are two principal ways to organize the collective action necessary to meet human needs and solve social problems. One is private markets. The other is public administration. The former requires establishing the authority of private property rights and their manipulation by private interests. The latter requires a system of law and administration directed by democratic political processes and executed by administrative entities wielding public authority. To a considerable degree, both private and public organizations rely on some form of complex organization and an ongoing commitment to rational decision making. In turn, the rational organization of complex tasks is heavily dependent on the production, analysis and use of information. Control and analysis of information profoundly impacts who receives the benefits and who bears the costs of organized activity. These propositions extend to the formulation of policy, the administration of programs and the evaluation of administrative performance. This course is primarily concerned with how these factors characterize the administrative process in the United States. As such, the course is directed at seven outcomes:

1. Understanding the administrative state and how it represents one of the principal alternatives for organizing and executing collective action in the United States.
2. Understanding how the administrative operations of the public sector are structured by constitutional and political variables and identify the types of institutional structures which have been constructed within that context.
3. Identifying the basic elements of the complex organizations that constitute the administrative state.
4. Recognizing the normative and empirical problems that problems that characterize the operations of public administration.
5. Understanding the policy process including the organization and use of information, the role of constituency interests and the political constraints that impact on agency performance and accountability.
6. Understanding the importance of decision making, policy design and implementation in solving public problems and describe the available means by which public policy can be designed and implemented.

7. Reflecting on the normative standards that guide public policy in the United States.

ATTENDANCE

Students are expected to attend all classes. Absences due to legitimate Moravian College extracurricular activities, a doctor's excuse or notification by the Dean of Students Office will allow a student to be excused from class. All other excuses are subject to the instructor's discretion. Attendance will be included in the instructor evaluation grade.

ACADEMIC HONESTY

All students should be aware of their obligations under the Academic Honesty Policy published in the Student Handbook.

LEARNING DISABILITY ACCOMODATIONS

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

BOOKS

Donald Kettl, **The Politics of the Administrative Process**, Fifth edition, (Washington, D.C.: Congressional Quarterly, 2012)

Deborah Stone, **Policy Paradox: The Art of Political Decision Making**, Third edition, (New York: W.W. Norton, 2011)

EVALUATION OF THE STUDENT'S WORK

The student's grade will be determined on a 300 point basis through the following assignments:

Take Home Essay I	50 points
Take Home Essay II	50 points
Take Home Essay III	30 points
Take Home Essay IV	100 points
Instructor evaluation	20 points

INSTRUCTOR EVALUATION

This portion of the student's grade will be based on attendance, student performance in class and meeting student responsibilities including completion of the readings.

TAKE HOME ESSAYS

Each student will complete four take home essays. These essays are intended to demonstrate the degree to which the students have mastered the material in the course and the degree to which the student outcomes listed above have been achieved. The essays will be evaluated on the following criteria:

- Clear definition of terms
- Organization, clarity and concreteness of the discussion
- Evidence of engagement in the reading

Each essay is constructed to cover a portion of the course materials. The materials that should be referenced in preparing each essay and the due date for each essay are listed below the essay number. As a general guideline, Essays I and II should be 4 to 6 pages in length. Essay III should be 3 to 4 pages in length. Essay IV should be 5 to 7 pages in length.

Take Home Essay I

Course assignments to be included: 1/25 through 2/12 **Due date: 2/19**

What is the administrative state? Why are its origins? Where does it fit into the U.S. political economy and constitutional structure?

Take Home Essay II

Course assignments to be included: 2/14 through 3/12 **Due date: 3/19**

What are the key elements of the administrative policy process? What sources of power do administrative agencies have in the process?

Take Home Essay III

Course assignments to be included: 2/14 through 3/12 **Due date: 4/2**

What is the problem of administrative accountability? Why is it important? How can it be achieved?

Take Home Essay IV

Course assignments to be included: 3/26 through 4/23 **Due date: Final exam date**

Explain what is meant by policy design? In designing policy, what considerations shape the specific designs of a given policy? How does policy design effect implementation? What other factors effect implementation?

Course Outline

I. Understanding the Administrative State

- A. Origins: The Functions of the State
 - 1. Political economy: power (1/17)
 - 2. Markets vs. administration (1/22)
- B. Origins: History (1/24)
- C. Origins: Intellectual (1/29-1/31)
- D. What government does (2/5)
- E. The organization of the administrative state
 - 1. The Constitutional system (2/7)
 - 2. The federal executive branch (2/7)
 - 3. Organizational challenges (2/12)

II. Administrative processes and politics

- A. Administrative power (2/14)
- B. Interest group politics (2/14)
- C. Decision making (2/19-2/21)
- D. Budgeting (2/26)
- E. Implementation (2/28-3/12)
- F. Accountability, management and oversight (3/14)

III. Policy design

- A. Goals
 - 1. Equity (3/19)
 - 2. Welfare (3/19)
 - 3. Security (3/21)
 - 4. Liberty (3/21)
- B. Problem definition (3/26)
- C. Theory (3/28)
- D. Measurement (4/2)
- E. Policy types (4/4)
- F. Policy tools
 - 1. Incentives (4/9)
 - 2. Persuasion (4/11)
 - 3. Regulation/rules (4/16)
 - 4. Adjudication (4/18)
 - 5. Powers (4/23)

Reading Assignments

- 1/17 Charles Lindblom, "The Market as Prison,"
<http://www.jstor.org/stable/pdfplus/2130588.pdf>
- 1/22 Stone, Ch. 1 and 3
- 1/29-31 Kettl, Ch. 2 and 4
- 2/5 Kettl, Ch. 3
- 2/7 Kettl, Ch. 5
- 2/12 Kettl, Ch. 6
- 2/14 Stone, Ch. 10
- 2/19-21 Kettl, Ch. 10; Stone, Ch. 11
- 2/26 Kettl, Ch. 11
- 2/28 Kettl, Ch. 12
- 3/14 Kettl, Ch. 1 and 14
- 3/19 Stone, Ch. 2 and 4
- 3/21 Stone, Ch. 5 and 6
- 3/26 Stone, Ch. 7
- 3/28 Stone, Ch. 9
- 4/2 Stone, Ch. 8
- 4/9 Stone, Ch. 12
- 4/11 Stone, Ch. 13
- 4/16 Stone, Ch. 14
- 4/18 Stone, Ch. 15
- 4/23 Stone, Ch. 16