

UNIVERSITY of NORTH TEXAS

Department of Public Administration

Spring 2024

PADM 3420 - Bureaucracy and Public Policy

Venue: 100% online

Instructor Information

Instructor: Ojonugwa Emmanuel

Office Hours: Monday/Wednesday 1:00 pm - 2:00 pm (CST) or by appointment

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Course Description

As the environment of public organizations grows more complex, and with citizens persistently demanding more from the government while giving less, the pressure on the government to get results has never been greater. Most of the time, the government utilizes civil service personnel and bureaucratic institutions to perform its public services or duties. In this course, we approach public administration by focusing on the bureaucracy's nature, role in public policy development and the problem of bureaucratic responsibility. The aim is to provide an understanding of American bureaucracy by examining its structure, functions, and the role it plays in our society generally, as well as the public perceptions of it. To gain an understanding of the bureaucracy's source of power and its role in policymaking, we will examine the environment in which it operates. We will also explore the question, "Who, if any, controls the bureaucracy and how?" In addressing this question and others like it, we will draw on cases of "government in action" in a variety of policy areas.

Course Structure

This course is 100% online. The class uses both substantive course materials or text on the subject areas of the course and case study materials which are drawn from notable events or issues in the bureaucracy. Case materials will be presented sequentially by students on Canvas after learning the substantive area that highlights the issues in each case. The dates/times will be identified in the course schedule. The remaining content, assignments, and quizzes will also be done online via the Canvas platform.

Course Goals

Public administration involves the "core activities" of government that are performed, for the most part, by highly trained experts and specialized organizations; its purpose is the development and implementation of public policy. This broad definition encompasses a large dynamic portion of

government at all three levels of the federal system, engaging even nonprofit and private enterprises.

This course will try to familiarize students with the various key aspects of the field of public administration today. All students, whatever their interests, need to be cognizant of the tremendous importance of public administration and administrators within the political system. This course is designed to provide students with an introduction to public administration through readings, cases, discussion, and practical exercises.

Course Objectives

Upon successful completion of this course, learners will be able to:

- Discuss the role and development of public administration in America.
- Identify the nature, structure, power, and functions of the bureaucracy.
- Discuss various relationships, issues, and problems of bureaucratic responsibility.
- Identify the institutions that control the bureaucracy and how.
- Discuss the suggested ways of reforming the bureaucracy.
- Discuss the meaning, nature, kinds of public policy and the role of the bureaucracy in its development.

Required/Recommended Materials

Meier, Kenneth J. and John Bohte (2007). *Politics and the Bureaucracy: Policymaking in the Fourth Branch of Government*, 5th Ed. Belmont, CA: Thompson Wadsworth.

Richard Stillman (2010). *Public Administration: Concepts and Cases*, 9th Ed. Boston, MA: Wadsworth, Cengage Learning.

Optional Material

Peters, Guy B. (2018). *The Politics of Bureaucracy: An Introduction to Comparative Public Administration*, 7th Ed., New York, NY: Routledge (5th Ed. can serve as a good alternative).

Note that, when necessary, additional readings may be communicated in class and/or posted on Canvas.

Assessing Your Work

This course will include various activities you need to complete for you to pass the course. The table below lists the activity, points, and the percentage of grade.

Activity, Point Value and Percent of Grade

Activity	Points	Percentage
Discussions and Participation (4 x 25)	100	10%
Quizzes (6 x 40)	240	24%
Assignment (2 x 75)	150	15%
Group Case Submission (2 x 100)	200	20%
Midterm Exam	100	10%
Final Exam	210	21%
Total	1,000	100%

GRADING SCALE:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 59 and below

ACTIVITIES DESCRIPTIONS

Members of the class shall be responsible for completing the following:

1. **Discussion and participation:** Participation will be through contributions in discussions of cases on Canvas or group case Submissions. Discussions would also involve online discussion boards, Canvas class discussion posts and engagements within groups. Your class discussions and participation during these sessions will be 100 points towards your final grade.
2. **Quizzes** - There will be periodic quizzes on the class/reading materials. Quizzes will typically be given at the end of 2-3 topics or class periods to help ensure students follow up with lessons already covered. Quizzes will be delivered online via Canvas and will be available for completion within a period of 24 hours, starting by 6:00 pm on the material day (subject to changes). There will be a total of 6 quizzes in all. There will be no make-up quizzes. Hence, all quizzes should be

completed by the date/time indicated in the syllabus or as they become due. Quizzes will account for 24 per cent of the final grade for the class.

3. **Assignment** – There will be 2 assignments in this class which are individual tasks and in essay format. Students are required to submit a focused discussion or analysis on 2 questions drawn by the instructor to show their appreciation of the nature of the bureaucracy in real terms. These may not be based solely on your knowledge from reading material on a subject matter but on your perception of contemporary issues and how they may be solved, in your opinion. Both assignments will account for 15 per cent of your final grade for this class. Again, note that the final product must be a focused essay discussion, not bullet points or lists. Please use 12-point, legit font, 1.5 spacing, and APA referencing style.
4. **Group Case Submission** - This class is heavily based on case studies. Roughly half of our study time will center on a topical case study drawn from the world of bureaucratic politics and performance. In this group assignment, students will be required to analyze specific case material and its relationship to the course materials. Each student is expected to participate in 2 group Submissions during the semester, using 2 cases assigned to their group. Each group will work collectively to prepare PowerPoint slides and present each case material on Canvas as they become due. For clarity, this assignment involves the submission of PowerPoint slides by a group member and asking **2** questions to engage students on the discussion board. Each attracts **100 points**, and students must be involved with other group members in both aspects to receive full points. You are required to submit your prepared PowerPoint slides via Canvas no later than 11:59 pm on the due date.

From the student's review of the case (one member will post the questions on the Canvas discussion board for other students to answer). During the discussions, students will be expected to demonstrate (1) familiarity with the facts and (2) the ability to draw broader lessons from the case.

Hint: PowerPoint preparers must ensure they read the case very well, looking to see the characteristics of the bureaucracy that did not hold up and why. In other words, what happened or failed, and how grave is the impact or failure? Why did it happen/fail? Who are the key actors, or what was responsible? What, in your opinion, could have been done to prevent it? Note that the final product should contain bullet points of what is critical to the events and the bureaucratic performance and failure (linking them to the characteristics of the bureaucracy). A copy and pasting of an entire story paragraph onto your slides will be graded as poor. Note that you will be expected to engage your audience. So, ensure you include, as a final slide, a list of at least 2 key questions you would ask the class. Per your slide's submission requirement, please turn in only a PowerPoint (.pptx) file.

5. **Mid-term Exam** - There will be a mid-term exam for this course occurring just before Spring Break or at the mid-point of the term. Midterm exams will be delivered online via Canvas, and you will be given a period of 24 hours within which to complete your exam. Material for midterm will cover only topics taught before the exam and will account for 10 percentage points each towards your final grade.

6. **Final Exam** – A final exam will be administered at the end of the semester. Again, it will be delivered online via Canvas, and you will have a period of 24 hours within which to complete the exam. The final will account for 21 per cent of your total grade for this class. The final exam will cover all topics taught from the beginning of class up to the last class. Questions in all exams (both the midterm and final) may include “True” or “False” answers, multiple choice answers, matching, and fill-in-the-gap. Further instructions on exam deliveries will be determined closer to each exam.

COURSE SCHEDULE

The table below shows the course schedule, which includes the week, topic description and assignment due dates.

Week	Date	Topic	Assignment Due
Week 1		Course Introduction Read: <ul style="list-style-type: none"> • Syllabus • Course Introduction module Complete: <ul style="list-style-type: none"> • Discussion Board: Introduce Yourself • Assign yourself into a group or find out which 'group' you are in and have a group meeting to review the assignment. 	
Week 2		Public Administration & Governing Read: <ul style="list-style-type: none"> • Stillman Chapter 1 • Meier and Bohte Chapter 1 • Peters Chapter 1 • Weekly module pages 	Discussion Activity
Week 3		The Structure of American Bureaucracy Read: <ul style="list-style-type: none"> • Stillman Chapter 2 • Meier and Bohte Chapter 2 • Weekly module pages • Case Study: <i>How Kristin Died</i> Complete: <ul style="list-style-type: none"> • Quiz #1 	Quiz #1
Week 4		Power and Administration Read: <ul style="list-style-type: none"> • Stillman 4 • Weekly module pages • Case Study: <i>The Columbia Accident</i> Complete: <ul style="list-style-type: none"> • Group 1 Submission #1 	Group 1 Submission #1 Discussion Activity

Week 5		Bureaucratic Power and its Causes Read: <ul style="list-style-type: none"> • Meier and Bohte Chapter 3 • Weekly module pages • Case Study: <i>Unbuilding the World Trade Center</i> Complete: <ul style="list-style-type: none"> • Group 2 Submission #1 • Quiz #2 	Quiz #2 Group 2 Submission #1
Week 6		Federalism Read: <ul style="list-style-type: none"> • Stillman 5 • Weekly module pages • Case Study: <i>Wichita Confronts Contamination</i> Complete: <ul style="list-style-type: none"> • Group 3 Submission #1 • Assignment #1 	Assignment #1 Group 3 Submission #1 Discussion Activity
Week 7		Bureaucracy and Public Policy Read: <ul style="list-style-type: none"> • Stillman 7 • Weekly module pages • Case Study: <i>How a City Slowly Drowned</i> Complete: <ul style="list-style-type: none"> • Group 4 Submission #1 • Quiz #3 	Quiz #3 Group 4 Submission #1
Week 8		Decision-making Read: <ul style="list-style-type: none"> • Stillman 8 • Weekly module pages • Case Study: <i>The Decision to go to War with Iraq</i> Complete: <ul style="list-style-type: none"> • Group 5 Submission #1 • Midterm 	Midterm Group 5 Submission #1 Discussion Activity

Week 9		Administrative Communication Read: <ul style="list-style-type: none"> • Stillman 9 • Weekly module pages • Case Study: <i>The Shooting at Columbine High School</i> Complete: <ul style="list-style-type: none"> • Group 1 Submission #2 	Group 1 Submission #2
Week 10		Bureaucracy and Public's Expectation – Guest Speaker Read: <ul style="list-style-type: none"> • Stillman 15 • Meier and Bohte 5 • Weekly module pages • Case Study: <i>Torture and Foreign Policy</i> Complete: <ul style="list-style-type: none"> • Group 2 Submission #2 • Quiz #4 	Quiz #4 Group 2 Submission #2
Week 11		Controlling the Bureaucracy (External Checks) Read: <ul style="list-style-type: none"> • Meier and Bohte Chapter 6 • Weekly module pages • Case Study: <i>Expectations</i> Complete: <ul style="list-style-type: none"> • Group 3 Submission #2 	Group 3 Submission #2
Week 12		Controlling the Bureaucracy (Ethics and Participation) Read: <ul style="list-style-type: none"> • Meier and Bohte Chapter 7 • Case Study: <i>George Tenet and the Last Great Days of the CIA</i> • Weekly module pages Complete: <ul style="list-style-type: none"> • Group 4 Submission #2 • Quiz #5 	Quiz #5 Group 4 Submission #2

Week 13		The Politics of the Public Budget Read: <ul style="list-style-type: none"> • Stillman 12 • Case Study: <i>Death of a Spy Program</i> • Weekly module pages Complete: <ul style="list-style-type: none"> • Group 5 Submission #2 • Assignment #2 	Group 5 Submission #2 Assignment #2
Week 14		Reforming the Bureaucracy Read: <ul style="list-style-type: none"> • Meier and Bohte Chapter 8 • Weekly module pages Complete: <ul style="list-style-type: none"> • Quiz #6 	Quiz #6
Week 15		Exam Review	
Week 16		Final Exam	Final

HOW TO SUCCEED IN THIS COURSE

GRADING AND STUDENT IMPROVEMENT

Grades are based on mastery of the content. As a rule, I rarely grade on a “curve” because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others. Explore [Navigate’s Study Buddy](https://navigate.unt.edu) (<https://navigate.unt.edu>) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center. Focus on areas where you are struggling in this course by attending scheduled study group sessions with me the week before each exam. Forward together!

Note that students who use other people’s work without citations will be violating UNT’s Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>). If you have questions about this or any UNT policy, please email me or come discuss this with me during my office hours.

ATTENDANCE AND PARTICIPATION

Research has shown that students who attend class are more likely to be successful. You should attend every class (engaging with your Canvas learning) unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.039_StudAttndAuthAbsence.Pub2_.19.pdf) (https://policy.unt.edu/sites/default/files/06.039_StudAttndAuthAbsence.Pub2_.19.pdf). However, I understand tardiness and absences may occur, and I have great respect for students who are balancing the demands of their coursework with the responsibilities of caring for family members. If you run into challenges that require you to miss your learning time or delay in turning in your assignment, please contact me in advance. There may be some flexibility we can offer to support your academic success, but please remember to be kind to your group members.

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any [symptoms of COVID](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

INCOMPLETES, LATE HOMEWORK, AND EXTRA WORK

In most cases, students would not be allowed to do extra work (i.e., an additional paper) to improve their grades on the course. This is unfair to other students who are not given the same opportunity. Late homework will be penalized unless the student has a legitimate excuse or crisis causing the delay in completing work (i.e., illness, family death, etc.). Also, I will only grant incompletes or extensions to students with legitimate excuses or crises and who make requests prior to the end of the course.

You will lose 5% of your total score in an assessment if you submit it within 24 hours after the deadline. You will lose 10% of your total score if you submit beyond 48 hours after the deadline. Your assignment will not be accepted beyond 7 days of the deadline for no legitimate reasons or no communication with the instructor. Please email the instructor BEFORE the deadline to request any accommodation to waive the late policy.

POLICY ON DISABILITY ACCOMMODATION

The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to the faculty to begin a private discussion regarding

your specific needs in a course. You may request reasonable accommodation at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member in each class prior to implementation. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

ENCOURAGING COMMUNICATION PRACTICES

Connect with me through email and/or via Canvas messaging. Please note that during busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow-up email. A gentle nudge is always appreciated. Alternatively, office hours offer you an opportunity to ask for clarification or find support with understanding class material. Come visit me! I encourage you to connect with me and/or my TA for support. Additional office hours, in person and virtually, will be offered as the semester concludes. Your success is our goal.

SUPPORTING STUDENT SUCCESS, DIVERSITY, AND INCLUSIVE LEARNING ENVIRONMENT

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil in line with the [Code of Student Conduct](#). Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

In particular, the Department of Public Administration believes in the fundamental principles of life, liberty, equality, and equity and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion*
- We believe in fairness and equity for all faculty and students in and out of class*
- We believe in mutual respect and civility for all students and faculty*
- We believe that faculty and students have a right to a redress of grievances*
- We believe that students and faculty should actively engage in good work.*



STUDENT EVALUATION OF INSTRUCTION

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. Student feedback is very important to UNT, and students will be reminded of the opportunity to evaluate how this course is taught when the survey becomes available. Please complete your SPOT (Student Perceptions of Teaching) survey during the open evaluation time.