

**Instructor:** Jos C.N. Raadschelders  
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**Office hours:** MWF 9.20-10.30 a.m.

**Required Texts:**

- Michael C. LeMay (2006, 2<sup>nd</sup> edition). *Public Administration. Clashing Values in the Administration of Public Policy*. Wadsworth/Cengage Learning.
- Charles T. Goodsell (2004, 4<sup>th</sup> edition). *The Case for Bureaucracy. A Public Administration Polemic*. Washington, D.C.: CQ Press.

**Grading:** Grading will be based on two exams, a midterm (20%, 100 points) and final exam (25%, 125 points) (both exams will be graded anonymously), weekly assignments (a total of 20 one-page papers) (20%, 100 points), a group presentation individually graded (10%, 50 points), an individual term paper (4-5 pages) (20%, 100 points), and attendance and participation (5%, 25 points).

**Grading Scale:** A = 500 - 451, B = 450 - 401; C = 400 - 331; D = 330 - 281; F = 280 - 0.

**Late Work:** The Wednesday papers must be turned in on Monday *prior to class* so that the instructor has ample time to grade and to prepare for the discussion on Wednesday. **Late papers will not be accepted** (unless in case of, for instance, documented medical emergency). The individual term papers are due on May 9.

**Course Content and Objectives:** Whether we like it or not, government is one of the most striking structuring elements of our society. It is striking in the scope of public services offered, in its personnel size, in the size of its revenue and expenditure, in its meaning for society. Never before has government been so large as in the 20th century. Never before has government been so involved in society. Never has government faced so many different challenges as today. Government and society are very much intertwined. It is not always a happy marriage, but it is one that will prove hard to dissolve, if indeed we would wish so. In this course we will become acquainted with the meaning of contemporary government for society, with the ways in which government directly and indirectly influences each and every one of us. In this course we will focus on the relation between government and society, drawing upon our individual experiences with government and on our reflections about the literature. We will learn that there are many ways in which we can look at government and that stereotypes about government are hard to counter. We will also learn about the ways in which the study of Public Administration systematically investigates government and its relation to society. With respect to the relation

between government and society we will discuss the foundations of government in society (block I) and the services that government provides to society (block II). Next we will briefly touch upon all those topics that are regarded as mainstream public administration such as public management, organizational structure, policy making and decision making (block III), and the role of politicians, civil servants, and citizens in government (block IV).

Specific objectives:

- To develop an understanding of the meaning of government for modern society;
- To acquire knowledge about government in the State of Oklahoma (through collecting information for group presentations and individual term papers);
- To develop presentation and cooperation skills (through a group presentation);
- To develop studying and writing skills (through the weekly assignments a summary overview of the readings is generated)
- To develop research skills (through an individual term paper);
- To develop discussion skills (through the discussion sessions on Wednesday).

**Course Format:** The course format will be one with lectures (M), weekly discussion of the readings based on student papers (W), and presentations by students (F). The lectures on Monday will provide an introduction to the topic of the week. For the discussion meetings on Wednesdays you will individually prepare comments on the readings for that week (see each week in the course schedule below for specifics). A copy of each assignment should be presented and submitted each week on Monday prior to class. All of your ideas and comments will provide the basis for the discussion on Wednesday. On Fridays the group for that week will deliver a presentation of about 20-25 minutes, followed by class discussion. Since the deadline for the group papers is May 9 this means that the text of the individual term paper does not have to be finished at the time of the presentation. Hence, those in earlier groups should not feel pressured. The individual term papers should not exceed four-five pages.

**Academic Misconduct:** University policy will be followed. See the Academic Misconduct Code, printed in full in the 1998-99 OU Student Handbook.

**Students with disabilities:** Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor and/or the Office of Disability Services (Goddard Health Center, room 166, 5-3852) as soon as possible so that accommodations can be discussed that are necessary to ensure full participation and facilitate your educational opportunities (e.g., tape recording of lectures or alternative means of note taking, additional time for exam, oral instead of written exam, transcriber, etc.).

**Religious Holidays:** It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.

**VERY IMPORTANT**  
**Code of Conduct or Our Social Contract**

*Students and instructor are both expected to go beyond that what they would be able to achieve without effort. Learning and - ultimately - wisdom are achieved through effort and digestion, not through brainless spoonfeeding.*

- The *student* will study to the best of her/his abilities. This means that

1. every week the prescribed literature is read and studied prior to class;
2. every week the prescribed literature is summarized in writing and the key concepts memorized;
3. s/he will ask the instructor to explain in more detail in class or upon appointment, if the readings or the lectures are unclear. *The true mark of an intellectual is admitting that s/he does not understand;*
4. s/he will come to the instructor's office whenever considered necessary, for guidance, for explanation, whatever;
5. s/he will take the responsibility of spending the number of hours needed to adequately prepared for class and exams. For some this may be only two hours a week, for others it may be eight hours. But spend whatever time it takes.
6. the student will not discuss and negotiate grading scales. The highest possible commitment to this class should guarantee a satisfactory result.
7. the student will *not ask the instructor what is important and necessary to know for the exams*. What is discussed in the **readings and the lectures is important**. By the time the student can distinguish what s/he understands from what s/he does not understand, s/he is probably very well prepared for the exam and still has the time to ask the instructor for further explanation..
8. the grade 'A' is not passed out like candy; An 'A' indicates nothing more, nothing less but excellent performance.
9. papers will be submitted typed and in a well-organized manner.

- The *instructor*

1. is adequately prepared for the lectures;
2. will address the literature in a wider context for that helps the understanding of the literature; the prescribed literature will *not be rehashed but discussed* in class;
3. is available during office hours or upon appointment for guidance, tutoring, explaining etc.
4. will grade the weekly assignments before the discussion on Wednesday
5. is available to discuss draft term papers in order to advise on improvements;
6. is more impressed with academic performance, commitment and effort than with negotiating skills;
7. will discuss the proper answers to the questions of the mid-term exam in the class-meeting following;
8. will discuss the exams individually with the student who so desires;
9. is flexible enough to review the grading after the mid-term and final exams, if such is a) warranted in view of overall performance, b) in view of possible ambiguous questions, and c) in view of protest by individual students against the grading of a particular question. In the last case the instructor expects that the student is able to substantiate a claim to a higher grade or a higher number of points;
10. will monitor the progress of each student and will seek contact if considered necessary.

## **Program of Class**

ML = Michael Lemay; CG = Charles Goodsell

### **Introductory Week**

Week 3: *Introduction to Class*

- January 14: Introduction participants, discussion of hand out
- January 16: Lecture: *Why is a class on society and government important?*
- January 18: Determining members of thirteen presentation groups

### **Block I: The Foundation of Government and Society**

Week 4:

- January 21: Martin Luther King Day
- January 23: Lecture: *Do people need government?*

Literature: CG ch.2

Assignment 1: Write a 1-page summary of each of the assigned readings commenting upon the five most important ideas/observations in them. Argue why you find these important.

- January 25: Presentation group 1: *Does government need people?*

Week 5:

- January 28: Lecture: *The legal foundation of government*

Literature: ML ch.4

Assignment 2: Write a 1-page summary of each of the assigned readings commenting upon the five most important ideas/observations in them. Argue why you find these important.

(remember: this week the assignment 2 is due on Wednesday instead of Monday, and there will be no discussion)

- January 30: discussion 2<sup>nd</sup> assignment
- February 1: Presentation group 2: *The legal foundation of government in Oklahoma*

Week 6:

- February 4: Lecture: *The moral and ethical foundations of government*

Literature: ML ch.1

Assignment 3: Write a 1-page summary of the assigned readings commenting upon the five most important ideas/observations in them. Argue why you find these important.

- February 6: Discussion 3<sup>rd</sup> assignment
- February 8: Presentation group 3: *What values are important to the people of Oklahoma?*

### **Block II: What does Government do for Society?**

Week 7:

- February 11: Lecture: *Government in a Democracy*

Literature: NL ch.2

Assignment 4: Write a 1-page summary of the assigned readings commenting upon the five most

important ideas/observations in them. Argue why you find these important.

- February 13: Discussion 4<sup>th</sup> assignment
- February 15: Presentation group 4: *What are advantages and disadvantages of democracy?*

Week 8:

- February 18: Lecture: *Social Justice and the Judiciary System*

Literature: ML ch.13

Assignment 5: Write a 1-page summary of each of the assigned readings commenting upon the five most important ideas/observations in them. Argue why you find these important.

- February 20: Discussion 5<sup>th</sup> assignment
- February 22: Presentation group 5: *How is the Judiciary organized in the State of Oklahoma?*

Week 9:

- February 25: Lecture: *The Nightwatch State: Traditional Public Services*

Literature: ML ch.12

Assignment 6: Write a 1-page summary of the assigned readings commenting upon the five most important ideas/observations in them. Argue why you find these important.

- February 27: Discussion 6<sup>th</sup> assignment
- February 29: Presentation group 6: *What traditional public services are provided by local governments in Oklahoma?*

Week 10:

- March 3: Questions and answers concerning mid-term exam
- March 5: Mid-term exam
- March 7: Discussion of mid-term exam

Week 11:

- March 10: Lecture: *The Welfare State: Modern Public Services*

Literature: CG ch.3

Assignment 7: Write a 1-page summary of each of the assigned readings commenting upon the five most important ideas/observations in them. Argue why you find these important.

- March 12: Discussion 7<sup>th</sup> assignment
- March 14: Presentation group 7: *What modern public services are provided by local governments in Oklahoma?*

### **Block III: Structure and Functioning of Government**

Week 12: spring break

Week 13:

- March 24: Lecture: *Fairness and Efficiency: Public Administration and Public Management*

Literature: ML ch.7

Assignment 8: Write a 1-page summary of the assigned readings commenting upon the five most important ideas/observations in them. Argue why you find these important.

- March 26: Discussion 8<sup>th</sup> assignment
- March 28: Presentation group 8: *What differences are there between public and private organizations?*

Week 14:

- March 31: Lecture: *Organizational Structure: Bureaucracy and Beyond*  
Literature: ML chs.3 and 5, CG ch.6
- Assignment 9: Write a 1-page summary of the each of the assigned readings commenting upon the five most important ideas/observations in them. Argue why you find these important.
- April 2: Discussion 9<sup>th</sup> assignment
- April 4: Presentation group 9: *Present and discuss the organizational structure of a public organization in Oklahoma.*

Week 15:

- April 7: Lecture: *Policy and Decision Making*  
Literature: ML chs.6 and 8; CH ch.4
- Assignment 10: Write a 1-page summary of each of the assigned readings commenting upon the five most important ideas/observations in them. Argue why you find these important.
- April 9: Discussion 10<sup>th</sup> assignment
- April 11: Presentation group 10: *Present and discuss three major policy problems in the State of Oklahoma*

#### **Block IV: Who are Working in and Involved with the Public Sector?**

Week 16:

- April 14: Lecture: *Politics, Politicians and Leadership*  
Literature: ML ch.10
- Assignment 11: Write a 1-page paper on how important you believe leadership to be for public administration.
- April 16: Discussion 11<sup>th</sup> assignment
- April 18: Presentation group 11: *What are the main tasks of political officeholders?*

Week 17:

- April 21: Lecture: *Civil Servants*  
Literature: ML ch. 9; CG ch.5
- Write a 1-page summary of each of the assigned readings commenting upon the five most important ideas/observations in them. Argue why you find these important.
- April 23: Discussion 12<sup>th</sup> assignment
- April 25: Presentation group 12: *What are the main tasks of civil servants?*

Week 18:

- April 28: Lecture: *Interest Groups and Citizens*  
Literature: ML ch.14
- Assignment 12: Write a 1-page summary of the assigned reading commenting upon the five most

important ideas/observations in them. Argue why you find these important.

- April 30: Discussion 13<sup>th</sup> assignment

- May 2: Presentation group 13: *What interest groups exist in the State of Oklahoma?*

### **Conclusion: Back to the Beginning**

Week 19:

- May 5: Lecture: *Civil Society*

Literature: CG chs. 1 and 7

- May 7: Questions and answers concerning final exam

- May 9: Questions and answers concerning final exam

Week 20: **Final Exam**

to be determined

## **How to tackle the Wednesday assignments**

You will individually prepare the assignment. You should comment on the prescribed readings for that week (see above) and submit your paper every Monday. The discussion on Wednesday will help you digest the readings and be prepared for the mid-term and final exams. You should read the selected text(s) carefully and make notes on what you find striking in it.

### **Important to remember**

1. Pay attention to **logic**.
2. Pay attention to **grammar and spelling** (e.g. run a spell check and have someone else read it)
3. The papers need to be **typed**.
4. Present the paper in a manner that looks decent

### **Format of the Wednesday assignment**

- name and class on top of the page.
- grading: a maximum of 5 points per paper; with intervals of 0.5 points, for maximum total of 100 points. **Late papers will not be accepted.**

### **Instruction for the Group Presentations on Friday**

- The students in a group meet, discuss and organize the presentation; they will carve up the main theme into three or four (dependent upon group size) related but distinct subjects. The student can use the material collected for her/his presentation as the basis for the individual term paper.
- All students in the group must be present. Absence from the presentation will result in loss of the points for that part of the grade (unless a documented medical emergency prevents one to attend)
- The overall presentation must be coherent: link the topics to one another
- Individual grading of the presentation is based on:
  - a) style: interactive with class (for instance: questions, simulation) rather than static (i.e., reading up from notes and/or overheads, standing still), active presentation style
  - b) speed: too quick, too slow;
  - c) substance: is the information provided relevant to the week's topic
  - d) structure: is there a clear opening, middle, and conclusion to the presentation
  - e) use of overheads, handouts, etc.

### **Topics of Group Presentations**

Topic group 1: *Does government need people?*

Present and discuss three or four reasons (dependent upon group size) why government needs people. Consider interviewing citizens, political officeholders, civil servants, etc.

Topic group 2: *The legal foundation of government in Oklahoma*

Present and discuss information about, for instance, the Constitution of the State of Oklahoma, other state laws, as well as city charters, city ordinances.

Topic group 3: *What values are important to the people of Oklahoma?*

Present and discuss what important values Oklahomans share. Consider interviewing citizens, political officeholders, civil servants, etc

Topic group 4: *What are advantages and disadvantages of democracy?*

Present and discuss the positive and more negative aspects of democracy.

Topic group 5: *How is the Judiciary organized in the State of Oklahoma?*

Present and discuss an overview of the structure and functioning of the judiciary system at state and local level in Oklahoma. Consider interviewing a judge.

Topic group 6: *What traditional public services are provided in local governments by Oklahoma?*

Present and discuss some of the traditional public services (police, prisons, taxation) provided in Oklahoma. Students can compare different local governments (for instance, home town). Consider interviewing (a) public servant(s).

review of mid-term exam

Topic group 7: *What modern public services are provided in local governments by Oklahoma?*

Present and discuss some of the modern public services (health, education, social services) provided in Oklahoma. Students can compare different local governments (for instance, home town). Consider interviewing (a) public servant(s).

Topic group 8: *What differences are there between public and private organizations?*

Present and discuss three or four differences between public and private organizations. You can use examples of public and private organizations, and, for instance, interview members of public and private organizations.

Topic group 9: *Present and discuss the organizational structure of a public organization in Oklahoma.*

Present and discuss the organizational structure of a state department or a local government department of your choice in Oklahoma. Consider interviewing a civil servant.

Topic group 10: *Present and discuss three major policy problems in the State of Oklahoma*

Present and discuss examples of public policy that are important to Oklahomans; do opinions about what is important vary?; if so, why do they vary?

Topic group 11: *What are the three main tasks of political officeholders?*

Present and discuss what you believe politicians should do for people; attention can be given also to what politicians should not do. Consider interviewing a local, county or state politician.

Topic group 12: *What are the main tasks of civil servants?*

Present and discuss what civil servants do. Pay attention to the fact that there are different types

of civil servants, and that the nature of their work varies. Consider interviewing some different civil servants (for instance: a police officer, a city clerk, a personnel manager, etc.)

Topic group 13: *What interest groups exist in the State of Oklahoma?*

Present and discuss examples of interest groups in Oklahoma: pay attention to membership, what they do, how they seek to influence government policy, and so forth. Consider interviewing representatives/members of (an) interest group(s).

**Instruction for Individual Term Paper:** The topic of the paper is based on the group presentation. The students in a group discuss how they can carve up the group presentation into paper topics. The number of paper topics is the same as the number of students in a group.

### **Components of a paper**

1. *Introduction:* Public administration is an intriguing, exciting and important field of study. The paper should open with some remarks that will make the reader curious and enthusiastic to continue reading. Clarify why the paper topic is important to understanding government in society. The introduction should end with the major issue addressed in the paper by means of a question or set of questions.
2. *Examination:* Outline the sections in which you are going to address the question(s). Pay attention to logic.
3. *Conclusion:* Answer the question(s) raised in the introduction. This could be followed by more generalizing observations.

### **Format and content**

1. *General page format:* The paper should be typed on 8,5 by 11-inch paper. *Margins* should be one inch on all sides of the paper. Select a *font* that is plain and easy to read such as Times Roman or Courier, 12 point type. Line spacing should be 1.5. *Page numbers* should start on the first page after the title page (hence the title page does not count as a page). *Do not* bind your paper or enclose it with a plastic cover. Place one staple in the upper left corner, or use a paper clip at the top of the paper. The paper should be four to five pages in length.
2. *Title page:* the following information will be centered on the title page:

*Title of paper*  
Name of author  
Course name, section number  
Name of instructor  
University  
Date

## Criteria for judging presentations

**Student name:**

**Score** (out of 50):

**Substance:**

**Presentation style:**

### **Tips for presentation:**

- use hand-out, and/or powerpoint, and/or blackboard, etc. to help structure presentation
- **do not** read up from hand-out, powerpoint, or blackboard: using those is supposed to add to your presentation, it is not a substitute.
- **do not** read from your notes
- **do not** speak too fast or too slow
- practice your presentation with your group
- make sure there is an introduction, middle parts, and a conclusion (make sure everyone in your group has a substantive middle part to present)
- keep length of presentation to about 20-25 minutes so there is ample time for discussion
- avoid using filler words (ah, uhm, etc.)
- maintain eye contact with audience
- use hand gestures sparingly
- shifting back and forth from one to the other foot is distracting
- be careful about the use of humor (it may backfire sometimes)
- do not use even mild profanities

## Criteria for judging the individual term paper (100 points)

### 1. *Content of Assignment, Exam, Paper* (40%)

- complete/incomplete
- close to literature or also original/novel insights
- balance between detail and broad outline
- accurate/inaccurate reflection of literature
- clarity of argument
- balance between scholarly (neutral, at a distance) argument and personal opinion

### 2. *Understanding of Theory Itself and Application of Theory to Practice* (30%)

- understanding of theory itself: correct/incorrect, proper definitions, etc.
- is theory applied to real-life situations (i.e. other than personal experiences) (if applicable)
- is personal experience assessed in terms of theory (if applicable)

### 3. *Structure / Organization of Text* (20%)

- structure (clear sections; paragraphs, sentences, etc.)
- flow (logical or not)
- length of text (no unnecessary language); proper page length
- cover page; beginning, middle, conclusion; list of references; typed, 1" margins, line-spacing 1,5 or less, page numbers, stapled

### 4. *Writing style and use of English language* (10%)

- correct grammar, spelling, punctuation, clear acronyms
- rambling or fluid
- proper use of references and citations
- on time