

Foundations of Public Service

PSAA 601 (sections 601 & 603) | Fall 2022

Public Service & Administration | Bush School of Government & Public Service

CONTACT INFORMATION

Professor:	Dr. Mallory E. Compton
Email:	mallory.compton@tamu.edu
Class Time:	(601) Monday 8:00 to 10:50 am in ALLN 2068 (603) Wednesday 8:00 to 10:50 am in ALLN 2068
Student Hours:	Mon and Wed, 11:00 am to Noon in ALLN 2057 Or by appointment via calendly.com/prof-compton

LEARNING OBJECTIVES

PSAA 601 provides a foundation that will help you to understand and to think critically about the organizational, political, and constitutional environment of public service. In this course, we examine different perspectives on management and leadership, and students will gain an overview of how public organizations operate. Although we will focus primarily on the United States, many of the concepts it addresses are relevant to other countries as well. In this course, students will:

1. Examine how public administrators use a combination of formal and informal leadership strategies to gain influence and power within their organizations.
2. Explore and describe the role played by citizens in the creation, implementation, and practice of public programs.
3. Develop a general appreciation for core management functions performed by public organizations such as budgeting and human resources administration.
4. Develop a general appreciation for the role of practical theories of organization in public management.
5. Understand the changes and developments in study and practice of American public administration from the founding period to the present.

6. Understand how disciplines such as history, political science, philosophy, and organizational science have come to influence and shape modern public administration.
7. Apply the material learned in class to the dilemmas and challenges faced by public managers.
8. Understand how public organizations can benefit from diversity and respond to the needs of a diverse society.

This is an introductory course in which we will examine questions and concepts from both a theoretical and practical perspective. Many of the topics in PSAA 601 are covered in greater depth elsewhere in the MPSA curriculum.

This syllabus is a proposed outline of the course. Reasonable notification will be provided for any required changes. No prerequisites are required for this course.

CLASS MEETING LOCATION

Unless otherwise indicated by the University or your Professor, all class meetings will take place in **Allen Building Room 2068**.

Should our class be required to move online for any reason, you will be given clear instructions about how to join a virtual classroom at that time.

APPOINTMENTS & STUDENT HOURS

There are TWO ways to meet with me during the semester:

1. During the stated student hours (MW 11-11:50), I will be in my office (Allen 2057) and the door will be open to any student(s) who drop by. No appointment is needed.
2. If, however, those hours are not convenient for you or if you prefer a scheduled time slot, you may book an appointment with me to guarantee my availability up to two weeks in advance.

To book appointments with me, follow this link: calendly.com/prof-compton

Sometimes plans change, so if you need to reschedule or cancel your appointment, please do so through the same site.

TEXTBOOK

There is ONE assigned textbook for this course, listed below. **All additional readings will be made available electronically through the course Canvas page or TAMU Library Course Reserves.**

Kettl, Donald F. 2021. *Politics of the Administrative Process*. 8th ed. CQ Press.

ONLINE COURSE MATERIALS & TURNITIN

Two websites are essential to this course.

1. **Canvas** (<https://canvas.tamu.edu/>): All class slides, handouts, and the syllabus for this course will be made available through the course page on the TAMU Canvas. All assignments will be submitted through Canvas using Turnitin anti-plagiarism software. I do not accept hard-copy or emailed assignments.
2. **Library Course Reserves** (<https://reserves.library.tamu.edu/>): all assigned readings (aside from the required textbook) will be made available through TAMU Library Course Reserves.

EVALUATION

Your evaluation in this course will be based on three assignment types. First, in advance of substantive class meetings, students will submit **analytical response essays**, for 50% of the total course evaluation. Second, students will participate in **two group projects**, collectively constituting 40% of their grade. Lastly, students are expected to contribute intellectually to class meetings, and will be evaluated on their active **participation**, worth 10% of the final grade.

ASSIGNMENT WEIGHTING:

Analytical Essays	50%
Group Project 1	20%
Group Project 2	20%
Participation	10%

GRADE CLASSIFICATION

89.5 and above	A	Exceeds my expectations
79.5 to 89.4	B	Meets my expectations
69.5 to 79.4	C	Meets my minimum expectations

59.5 to 69.4	D	Fails to meet my expectations
Below 59.5	F	Fails to meet course requirements

ANALYTICAL RESPONSE ESSAYS (50%)

Beginning the second week of class, in advance of each meeting, students will prepare a 750-1000 word (roughly 2 pages) single-spaced solo-authored analytical response essay on the topic of the week. These essays are an opportunity for students to think analytically about the content they have read in preparation for the class meeting.

★ Essays are due through Canvas *before* 8AM on the day of each class meeting.

Analytical response essays are not summaries of the readings, nor are they opinion pieces. The purpose of an analytical essay is to bring original and critical thought to bear on class material. You must be clear in stating the purpose of your essay. Although reference to readings from other weeks is encouraged, the emphasis of your analysis must be on the current week's topic and must substantively engage content from the current week's assigned readings. Proper citation styles must be employed throughout. Without proper internal citations and a cited sources list, an essay will not earn a passing grade. Cited sources lists are not included in the word limit. Additional information will be provided in a handout in class.

At the end of the semester, each student's lowest 2 essay grades will be dropped (no questions asked), and the remaining essays will be averaged to produce a score weighting 50% of the final course grade.

GROUP PROJECTS (EACH WORTH 20%, FOR A TOTAL 40%)

Two group projects will constitute a substantial portion of your evaluation. Each group will have around 5 members, who will be randomly assigned by the professor. As a group, you will collaborate to analyze a problem (within a public agency or a public program), present your analysis and conclusions, and submit a written report.

Evaluation of students' performance will be a weighted average of their individual completion of assignment requirements, peers' evaluation of their contribution, the group presentation quality, and the submitted report. More information about evaluation and expectations for these projects will be provided in class.

PARTICIPATION (10%)

Much of our class time will be in seminar format. Students are expected to attend and contribute to class discussions regularly. To foster collegial dialogue in these sessions, students should arrive in class prepared to discuss the reading material, and students are asked to refrain from distracting use of computers, tablets, or other electronic devices during seminars. *A failure to demonstrate respect for the ideas and perspectives of your fellow students or professor will detract from your participation grade.*

I would obviously prefer to see each of you in class every week, but I trust you to make decisions to best promote your health and well-being – which should be your priority. I take attendance at every class meeting, but only after *repeated* absences with no communication will your participation grade be affected.

What this means: if you are feeling ill, **STAY HOME**. You will NOT be penalized for prioritizing your health and protecting the health of others – as long as you let me know by email.

If any of our class meetings conflict with your religious events, please let me know so that we can make arrangements.

MISSED ASSIGNMENTS

If you miss an assignment, the best thing to do is to contact the professor as soon as possible. I can work with you if you give me advance notice.

If you *do not* have a university excused absence, you may replace a missed assignment for half credit (for a maximum grade of 50). All work must be submitted before the end of the semester (on or before December 14 at 5pm).

If you *do* have a university excused absence, you may replace a missed assignment for full credit. For more information on excused absences, see guidance on [Student Rule 7](#).

WRITING EXPECTATIONS

All written work in this course must be submitted to the professor through the course page on canvas.tamu.edu and should be professionally formatted. I expect proper grammar, spelling, and punctuation to be practiced. Writing that does not meet this expectation will be penalized accordingly.

Students may use any established format for citing references, either Chicago, APA, or APSA styles are suitable choices. It is most important that your chosen citation style be consistent throughout the entire piece of writing. *Each and every written assignment in this class requires internal citations and a cited sources list.*

For additional information on citing sources, see here [Citation Basics](#).

For advice and resources on writing (and presenting), you may consult the Bush School's writing center at: [Bush School Writing](#).

Also available to help is the Texas A&M University Writing Center (UWC). The mission of the UWC is to help you develop and refine communication. Currently, you can choose to work with a trained UWC peer consultant via web conference or email. You can schedule an appointment to discuss any kind of writing or speaking project, including research papers, essays, or creative writing. UWC consultants can work with you at any stage of your process, whether you're deciding on a topic or reviewing your final draft. You can also get help with public speaking, presentations, and group projects. To schedule an appointment or to view our handouts, videos, or interactive learning modules, visit writingcenter.tamu.edu or email uwc@tamu.edu.

DIVERSITY & INCLUSION

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see diversity.tamu.edu).

The Bush School believes that the diversity that students bring to their classes is a resource, strength, and benefit. Accordingly, the school expects everyone to demonstrate respect for the different experiences, beliefs, and values expressed by fellow students and instructors, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.

Intellectual argument and disagreement are fundamental elements of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect.

However, the way that disagreement is expressed can be disrespectful. The Bush school will not tolerate unprofessional, insensitive, or disrespectful behavior, such as:

1. Using dehumanizing, derogatory, or coarse language, at any time
2. Dismissing ideas based on characteristics of the speaker/ writer
3. Expressing threat or intent to harm, even if meant as a “joke”
4. Addressing people by names or pronouns other than their preferred names or pronouns.

ACCESSIBILITY

Please let me know ways to improve the effectiveness or accessibility of the course for you personally or for other students or student groups. I want to hear from you. It is important to me that students from diverse backgrounds and perspectives be well served by this course, and that students’ learning needs are addressed both in and out of class.

NAME & PRONOUNS

Class rosters include only registrar-provided student names. I will gladly honor your request to address you by your preferred name or pronouns. Please advise me (in writing or in person) so that I may make appropriate changes to my records.

HEALTH & WELLBEING

Graduate school is demanding; you will face many unexpected challenges. Your health and well-being, however, are of paramount importance. If you are feeling overwhelmed, stressed, or facing any other obstacle which seems to be getting in the way of your well-being and/or academic achievement, resources and help are available both online and in-person free of charge for university students. For more information: caps.tamu.edu.

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. Emergency 24-hour help is also available

through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

In the event that you are in need of in-person physician or dial-a-nurse medical care (including women's health and pharmacy services), please take advantage of the TAMU Student Health Services. Regardless of your health insurance status, services are available to you as an enrolled student for a very small fee. For more information: shs.tamu.edu

CHILDCARE EMERGENCIES

If you find yourself without childcare on any given day, please feel free to bring your little one to class. I would rather have children see a university classroom than have any student miss a day of class. I only request that you sit near the door so that you may step in and out of class as needed while minimizing disruptions.

THE AMERICANS WITH DISABILITIES ACT

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible.

PLAGIARISM, ACADEMIC INTEGRITY, & THE AGGIE HONOR CODE

"An aggie does not lie, cheat or steal, or tolerate those who do."

Students are responsible for creating and authoring their own work, and for adhering to Texas A&M University's Honor Code. For information about the code and how it is enforced you may visit: aggiehonor.tamu.edu.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and present it as your own, even if you should have the permission of the original author. Plagiarism is one of

the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

The best way to avoid plagiarism is to err on the side of caution when you are in doubt about the need to cite sources. For more information about proper citation and attribution, see the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty,” or the library guide at: [Academic Integrity](#)

If any of the university’s policies regarding academic integrity are unclear, students should consult with their instructor sooner rather than later.

This course has is a zero-tolerance policy. All coursework will be submitted through software designed to detect plagiarism. If coursework is deemed by the professor to be substantially plagiarized, the student will fail the course, an “F*” will be reported on the student's transcript along with the notation “FAILURE DUE TO ACADEMIC DISHONESTY,” and a Violation Report will be filed with the Aggie Honor System Office. There will be no exceptions to this rule.

EMAIL POLICY

I rarely reply to emails on the weekend, so if you email me on the weekend, be prepared for a few days’ delay in reply. If you read this section before our first class meeting, send me an email with a dog photo, meme, or GIF for bonus points on your first weekly essay. If you email me with a question that is clearly addressed in this syllabus or on Canvas, I reserve the right to reply with a whimsical GIF.

FACE COVERINGS IN THE CLASSROOM

You are strongly encouraged to wear a face covering to/from and during our class to limit the spread of COVID-19. Wearing a face covering is about protecting others and our Aggie Community. Those with COVID-19, even those who do not know they have COVID-19, naturally expel droplets contaminated with the virus that causes COVID-19 when breathing, talking, sneezing, coughing, etc. Wearing a face covering shows you care enough to protect others.

COVID-19 GUIDANCE

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic

facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking – regardless of vaccination status – have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

The University has put together a lot of informative and helpful resources for campus members to help us navigate the COVID-19 emergency with the goal of *safely* returning to normal operations. I encourage all of you to review these resources here: [TAMU COVID-19 Guidance](#)

Please pay special attention to the [Guide for Sick/Exposed Campus Members](#).

TITLE IX AND STATEMENT ON LIMITS TO CONFIDENTIALITY

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

1. The incident is reasonably believed to be discrimination or harassment.
2. The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's Title IX webpage.

ADDITIONAL RESOURCES

The following textbooks may be useful or interesting for students looking for additional material or perspectives on the ideas presented in the assigned readings in this class. All are available as electronic books through the TAMU library.

Durant, Robert F., ed. 2010. *The Oxford Handbook of American Bureaucracy*. Oxford University Press. <https://doi-org.srv-proxy1.library.tamu.edu/10.1093/oxfordhb/9780199238958.001.0001>

Frederickson, H. George and Smith, Kevin B. and Larimer, Christopher and Licari, Michael J. 2015. *The Public Administration Theory Primer*. Taylor & Francis Group.
<https://ebookcentral.proquest.com/lib/tamucs/detail.action?docID=2039766>

Haider-Markel, Donald P., ed. 2014. *The Oxford Handbook of State and Local Government*. Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780199579679.001.0001>

Peters, B. Guy. 2018. *The Politics of Bureaucracy: An Introduction to Comparative Public Administration*. 7th ed. Taylor & Francis Group.
<https://ebookcentral.proquest.com/lib/tamucs/detail.action?docID=5352772>

Other External Resources:

- **Official Guide to Government Information & Services:** www.usa.gov/about-the-us
- **The Monkey Cage** Topic Guides (scholarly analyses of current political events): <https://monkeycagetopicguides.org/>
- **The Conversation** (nonprofit independent news and scholarly analyses): <https://theconversation.com/us>

- **Government Executive** (daily news, analyses, and op-eds on federal government): <https://www.govexec.com/>
- TAMU Library access to **current newspapers**: <https://library.tamu.edu/search/newspapers>

HELPFUL LINKS

Bush Writing Center	sites.google.com/site/bushschoolwriting
Citation Basics	tamu.libguides.com/citationbasics
Academic Calendar	registrar.tamu.edu/General/Calendar
Student Rules	student-rules.tamu.edu
Counseling & Psychological Services	caps.tamu.edu
Student Health Services	shs.tamu.edu/
COVID-19 Guidance	tamu.edu/coronavirus
Appointments with Dr. Compton	calendly.com/prof-compton
Texas Voter Information	www.votetexas.gov

SCHEDULE, TOPICS, & ASSIGNMENTS

The course syllabus is a general plan for the course; deviations may be necessary. I reserve the right to add, change, or remove readings with reasonable notice to the class.

★ **All assigned readings will be distributed through TAMU Course Reserves:**

<https://reserves.library.tamu.edu/>

TOPIC 1 - INTRODUCTIONS

1. Watch this video: <https://www.youtube.com/watch?v=aOIVB2YtAhY>

TOPIC 2 - HOW U.S. GOVERNMENTS WORK

➤ *Analytical response essay #1 DUE*

1. Kettl Ch 1: "Accountability"
2. Kettl Ch 2: "What government does, and how it does it"
3. Madison, James. 1788. "No. 51: The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments." In *The Federalist Papers*, New York, 77-84. <https://guides.loc.gov/federalist-papers/text-51-60>

TOPIC 3 - INTRODUCTION TO PUBLIC ADMINISTRATION

➤ *Analytical response essay #2 DUE*

1. Kettl Ch 3: "What is Public Administration?"
2. Martin, John Bartlow. 1948. "The Blast in Centralia No. 5: A Mine Disaster No One Stopped." *Harper's Magazine* 196(1174): 193-220.
3. Wilson, Woodrow. 1887. "The Study of Public Administration." *Political Science Quarterly* 11(2): 187-222. <https://doi.org/10.2307/2139277>

TOPIC 4 - PUBLIC ORGANIZATIONS

➤ *Analytical response essay #3 DUE*

1. Kettl Ch 4: "Organizational Theory"
2. Gaus, John Merriman. 2006[1947]. "The Ecology of Government." In *Reflections on Public Administration*, Tuscaloosa: The University of Alabama Press, 1-19.
3. Cooper, Terry L., and Thomas A. Bryer. 2007. "William Robertson: Exemplar of Politics and Public Management Rightly Understood." *Public Administration Review* 67(5): 816-23. <https://doi.org/10.1111/j.1540-6210.2007.00770.x>

TOPIC 5 – THE EXECUTIVE BRANCH

➤ *Analytical response essay #4 DUE*

1. Kettl Ch 5: “The Executive Branch”
2. Long, Norton E. 1949. “Power and Administration.” *Public Administration Review* 9(4): 257. <https://doi.org/10.2307/972337>
3. Casamayou, Maureen Hogan. 2010. “The Columbia Accident.” In *Public Administration Concepts and Cases*, ed. Richard J. Stillman II. Boston, MA: Wadsworth, 105–16.

TOPIC 6 – ORGANIZING SERVICES

➤ *Analytical response essay #5 DUE*

1. Kettl Ch 6: “Organization Problems”
2. Radin, Beryl A., and Paul L. Posner. 2010. “Policy Tools, Mandates, and Intergovernmental Relations.” In *The Oxford Handbook of American Bureaucracy*, ed. Robert F. Durant. 447–71. <https://doi-org.srv-proxy2.library.tamu.edu/10.1093/oxfordhb/9780199238958.003.0019>.
3. Swain, Donald C. 1972. “The National Park Service and the New Deal, 1933–1940.” *Pacific Historical Review* 41(3): 312–32. <https://doi.org/10.2307/3637861>

TOPIC 7 – ADMINISTRATIVE REFORM

➤ *Analytical response essay #6 DUE*

1. Kettl Ch 7: “Administrative Reform”
2. Capano, Giliberto. 2021. “Models of Administrative Reform.” In *Oxford Research Encyclopedia of Politics*, <http://dx.doi.org/10.1093/acrefore/9780190228637.013.1436>.
3. Coleman, Aaron Ross. 2020. “Police Reform, Defunding, and Abolition, Explained.” *Vox*. <https://www.vox.com/21312191/police-reform-defunding-abolition-black-lives-matter-protests>.

Recommended:

- Colins, Sean. 2021. “These 3 cities began boldly reimagining policing after George Floyd’s murder.” *Vox*. <https://www.vox.com/22446715/george-floyd-one-year-anniversary-police-reform-austin-portland-minneapolis>
- Light, Paul C. 2006. “The Tides of Reform Revisited: Patterns in Making Government Work, 1945–2002.” *Public Administration Review* 66(1): 6–19. <https://doi.org/10.1111/j.1540-6210.2006.00551.x>

TOPIC 8 – FIRST TEAM PRESENTATIONS & REPORT SUBMISSIONS

- *Team reports & presentations DUE*

TOPIC 9 – THE HUMAN SIDE

- *Analytical response essay #7 DUE*

1. Kettl Ch 8: “The Civil Service”
2. Kettl Ch 9: “Human Capital”
3. Sontag, D. (2001, Dec 23). “Who brought Bernadine Healy: Down? the red cross: A disaster story without any heroes.” *The New York Times* Retrieved from <http://proxy.library.tamu.edu/login?url=https://www.proquest.com/historical-newspapers/who-brought-bernadine-healy/docview/91837668/se-2?accountid=7082>

TOPIC 10 – PLANNING

- *Analytical response essay #8 DUE*

1. Kettl Ch 10: “Decision Making: Rationality and Risk”
2. Kettl Ch 11: “Budgeting”
3. Grunwald, Michael, and Susan B. Glasser. (2005, Oct. 9). “The Slow Drowning of New Orleans.” *The Washington Post*. Retrieved from <https://www.washingtonpost.com/archive/politics/2005/10/09/the-slow-drowning-of-new-orleans/7519e88e-e67d-4a2d-91a4-0100f340de7c/>

TOPIC 11 – IMPLEMENTATION

- *Analytical response essay #9 DUE*

1. Kettl Ch 12: “Implementation & Performance”
2. Compton, Mallory E., and Kenneth J. Meier. 2017. “Bureaucracy to Postbureaucracy: The Consequences of Political Failures.” *Oxford Research Encyclopedia of Business and Management* (July): 1–24. <https://doi.org/10.1093/acrefore/9780190224851.013.127>
3. Zacka, Bernardo. 2017. “Why Bureaucrats Don’t Seem to Care.” *The Atlantic*. <https://www.theatlantic.com/business/archive/2017/10/bureaucrat-welfare-zacka/542547/>.
4. Strauss, Valerie, and Steve Singer. 2019. “Are Teachers Allowed to Think -- or Expected to Simply Follow Directions?” *The Washington Post*. <https://www.washingtonpost.com/education/2019/11/12/are-teachers-allowed-think-or-expected-simply-follow-directions/>

TOPIC 12 – OVERSIGHT

➤ *Analytical response essay #10 DUE*

1. Kettl Ch 13: “Regulation and the Courts”
2. Dudley, Susan E. 2021. “Milestones in the Evolution of the Administrative State.” *Daedalus* 150(3): 33–48. http://dx.doi.org/10.1162/DAED_a_01858 .
3. Haeder, Simon F., and Susan Webb Yackee. 2020. “A Look Under the Hood: Regulatory Policy Making and the Affordable Care Act.” *Journal of Health Politics, Policy and Law* 45(5). <https://doi.org/10.1215/03616878-8543250>

TOPIC 13 – ADMINISTRATIVE RESPONSIBILITY

➤ *Analytical response essay #11 DUE*

1. Kettl Ch 14: “Accountability and Politics” (pg 390-416)
2. Finer, Herman. 1941. “Administrative Responsibility in Democratic Government.” *Public Administration Review* 1(4): 335–50. <https://doi.org/10.2307/972907>
3. Friedrich, Carl Joachim. 1940. “Public Policy and the Nature of Administrative Responsibility.” In *Public Policy*, 3–24.
4. Pfiffner, James P. 2005. “Torture and Public Policy.” *Public Integrity* 7(4): 313–29. <https://doi.org/10.1080/10999922.2005.11051284>

TOPIC 14 – SECOND TEAM PRESENTATIONS & REPORT SUBMISSIONS

➤ *Team reports & presentations DUE*

DECEMBER 14 - 5PM - FINAL DEADLINE FOR ALL (LATE) ASSIGNMENTS

SCHEDULE OF CLASS MEETINGS

	Topic	Section 601	Section 603
1	Introductions	Mon 8/29/22	Wed 8/24/22
2	How U.S. Governments Work	Mon 9/12/22	Wed 8/31/22
3	Introduction to Public Administration	Mon 9/19/22	Wed 9/7/22
4	Public Organizations	Mon 9/26/22	Wed 9/14/22
5	The Executive Branch	Mon 10/3/22	Wed 9/21/22
6	Organizing Services	Mon 10/17/22	Wed 9/28/22
7	Administrative Reform	Mon 10/24/22	Wed 10/5/22
8	**Group Project Presentations**	Mon 10/31/22	Wed 10/12/22
9	The Human Side	Mon 11/7/22	Wed 10/19/22
10	Planning	Mon 11/14/22	Wed 10/26/22
11	Implementation	Mon 11/21/22	Wed 11/2/22
12	Oversight	Mon 11/28/22	Wed 11/9/22
13	Administrative Responsibility	Mon 12/5/22	Wed 11/16/22
14	**Group Project Presentations**	Wed 12/7/22	Wed 11/30/22
	Final Deadline for all Late Work	5 PM Wed 12/14	5 PM Wed 12/14