**PAD329z/POS 329: Introduction to Bureaucratic Politics (Fall 2008)**

Tu/Th 2:45-4:05 pm, Earth Science 245

Prof. Alethia Jones, Depts. of Public Administration and Policy/Political Science
442-3940 (office) ajones@albany.edu

Office Hours:
Wednesdays, 11:00-12:00 314A Milne Hall, Downtown Campus
Thursdays, 4:30-5:30 Humanities B-16, Uptown Campus
By appointment

**Purpose of the Course**

Bureaucracy is Democracy. Most people experience government by interacting with public agencies. This course examines strategies designed to democratize bureaucracies. By the end of the course, you will

- know key aspects of the history of bureaucracy,
- understand the tension between bureaucratic imperatives and democratic impulses,
- be sensitive to ethical questions in bureaucratic decisionmaking,
- be knowledgeable about policy tools public officials may employ to pursue their goals,
- identify patterns in how bureaucracies shape the behavior of citizens and how citizens can shape the bureaucracy.

This course satisfies the General Education upper-level writing requirement. It also satisfies the Writing Intensive requirement for Public Policy/Public Management majors.

**Required Book (available at Mary Jane Books)**

**Coursepacket and Class Communication:**
Readings and other assignments will be posted on Blackboard. All course-related should be over Blackboard. **Adjust your email settings on Blackboard** to receive alerts of new emails and updates.

**Assignments and Grading**
Because I grade anonymously, each paper **must** by submitted with a **cover page** that contains all identifying information. The student’s UA ID number and the page number **must** be in a footer printed on each page. All papers must be typed and edited, with one-inch margins, a cover page and stapled (no paper clips, etc.). Only hard copies of papers accepted, unless pre-arranged with instructor. All assignments are single-spaced and 1 page in length, except essays which are double-spaced and 5-7 pages in length.

Unless you notify me, your work may be used in the class for instructional purposes. Your name will be removed. **Please speak to the professor whenever you need clarification or special accommodation.**

The letter grade will translate to numbers in the following manner: A+ 100; A 96; A- 93
B+ 89; B 86; B- 83; C+ 79; C 76; C- 73; and so forth.
PARTICIPATION 10%
Regular attendance and thoughtful contributions to the discussion are expected. In-class exercises depend on you preparation and full participation. Less extroverted students should speak to the instructor to arrange their participation credit.

PORTFOLIO 40%
The individual items in the Portfolio do not receive an A/B/C grade. To earn the full 40%, a student needs to have turned in each item on-time and demonstrate improvement in their writing skills. By the end of the semester, there will be approximately 15 items in the portfolio including, civil service exam, 7 reading summaries, reflection essays. One summary is due almost every week.

MIDTERM EXAM 10%, October 14.

2 ESSAYS 40% in total (Choose 2 of 3)
Essays are double-spaced and 5-7 pages in length and develop a substantive argument. They are due at the start of class. Essay questions will be assigned and distributed to the class.
Analytical Essay #1 15% October 2
Analytical Essay #2 25% TBD

OPTIONAL: Revise Essay #2 or write a new essay #3, Due Dec 9 Best Grade will be used for Essay#2

Resources
Please utilize the University’s Academic Support Services at ULB 94C (2-5180) and the Writing Center at HU 140 (2-4061) to improve your study skills and writing skills. Students with disabilities documented by the Office of Disabled Student Services (in the Department of Student Life) may be entitled to specific accommodations.

For assistance with grammar, see:
- Strunk and White, The Elements of Style.
- Interactive on-line tools, such as http://grammar.ccc.commnet.edu/grammar/index.htm.
- Hand-outs distributed in-class and on-line via WebCT.

Class Policies

Class Etiquette
Cell phones and electronic devices must be turned off and put away before the beginning of class, unless there is an emergency (e.g. you are the primary care giver to an ill family member). The same principle guides text messaging and web surfing. If your phone must be on, please minimize the disruption to the class by lowering/turning off the ringer and sitting close to an exit so you may leave the class quickly to take the call.

Grading and Appeals for Grade Change
Plagiarism will not be tolerated. A grade of A reflects mastery of the material, with a strong and successful effort to think creatively about and go beyond the assigned material; B reflects a good, comprehensive awareness of the assigned material; C reflects knowledge of the material, but weak or deficient preparation of written work. A grade of less than C reflects major gaps in knowledge or persistent lack of performance in the various aspects of the course.
Students dissatisfied with their final grade can make an **appeal in writing** that outlines the specific reasons why they believe their grade should be changed. In the context of the review, grades may be lowered, increased or remain the same.

**Readings:**
*I will change reading assignments during the semester. You will receive advance notice.*

I. **Introduction/Overview**

1. August 26 - Introduction

2. **August 28-Class Cancelled, American Political Science Association Conference**
     - Come to class with questions based on the reading
   - Graff, Gerald. *They Say/I Say*, Preface and Introduction
   - Assignment 1: Describe the difference between High School and College, especially the academic expectations (1 page, single-spaced)

3. **September 2-**
     - Answer case study question #2 (1 page, single-spaced)
     - Complete the Civil Service exam by Wednesday, September 3 at midnight
   - Graff. Part I and Appendix: Hidden Intellectualism
     - Assignment 2: Write a Response to Hidden Intellectualism. Do you agree or disagree with Graff’s argument? Why or why not? (1 page, single-spaced)

4. **September 4-**
   - Denhardt and Denhardt, Chapter Four, “The Ethics of Public Service”
     - Prepare a response to case exercise #2, (1 page, single-spaced)
   - Graff. Part II.

5. **September 9 – What is Bureaucracy?**
   - Scott, James. *Seeing Like a State.* Chapter 1
     - Summary: What are the principal tasks of the state? Why did the state expand its administrative capacity? (1 page, single-spaced)
   - Graff. Part III.

6. **September 11- Characteristics of Modern Bureaucracies**
     - Summary: What makes modern bureaucracy different from pre-modern ones?

II. **The Constitution and Bureaucracy**

7. **September 16- Bureaucracy and the Constitution**
   - Federalist 1, 16, 17, 47, 48, 51
Summary: What do the founders say about bureaucracy? What are the implications of their treatment of bureaucracy?

8. September 18- Bureaucracy and the Constitution
   - Write a summary of Bryce’s arguments. Which one do you find the most persuasive?

9. September 23 – The Three Branches and the Bureaucracy
   - Denhardt and Dendhardt, Chapter 2, “The Political Context of Public Administration”

10. September 25 – Legislative Control of the Bureaucracy
   - Summarize the chapter. Do Kettl and Fesler believe legislative oversight is effective? Why or why not?

September 30 – No Class. University Holiday

11. October 2 – Case Study: Constitutional Bureaucracy in Practice
   - CHOOSE ONE:
     - ESSAY #1: Evaluate the events of September 11. Does political control of the bureaucracy explain the events that unfolded? Why or why not?

October 7 – One-on-One Writing Consultations --

October 9 - No Class. University Holiday

October 14- - MIDTERM

III. Democratizing the Bureaucracy

12. October 16 -- Representing the Common Man

13. October 21 – Political Machines and Public Administration
   - *Plunkitt of Tammany Hall*, Selections.

14. October 23- Is Efficiency a Democratic Ideal?
   - White, Andrew. “City Affairs are Not Political.”
- Morone, James, *The Democratic Wish*, Chapter TBD
- Robert Caro, *The Power Broker*, Selections

**15. October 28 – Dilemmas of Accountability**
- Robert Caro, *The Power Broker*, Selections

**October 30 – – One-on-One Writing Consultations**

**IV. Tools of Government**

**16. November 4 -- Frontline Workers**

**17. November 6- Case Study: Welfare Reform -- Making Clients or Making Citizens**
*Last day to drop class and receive a W on Nov. 7*

**18. November 11- Alternative to Hierarchy: Deliberation and Mediation**
- Forester, John, “ Planning in the Face of Conflict,” in *The City Reader* pp 433-446.

**19. November 13- Case Study: Community Organizing**
- Case Study: Industrial Areas Foundation, Bus Riders Union, ARISE

**20. November 18- Contracting**
- Case Study TBD

**21. November 20 The Rise of Policy Tools**
- Case TBD

**November 25 One-on-One Writing Consultations**

**November 27 No Class University Holiday**
V. The Constitution and Bureaucracy Revisited

22. December 2 Case Study: TBD

December 4 Last Day of Class ***COMPLETE PORTFOLIOS DUE***
Attendance Mandatory

December 9 FINAL REVISED ANALYTICAL ESSAY DUE NOON at HUM B16
329 SURVEY

What are the major political events that you remember and why are they significant to you?

If you could select any great person in history, who would you be and why?

When, where and how have you worked in the public or political sector??

What are your life/career goals at this time? What position in society do you wish to hold 10 years from now?

What makes the US great and why??

What must change for the US to be even better????