RPAD/RPOS 329z: Administrative Leadership  
(aka “Bureaucratic Politics”)  
Rockefeller College of Public Affairs  
Department of Public Administration & Policy  
University at Albany, SUNY  

Spring 2015  
Thursday, 7:15pm – 10:05pm, BB133  

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Office Hours: Thursday, 6:00pm – 7:00pm, and by appointment.

COURSE DESCRIPTION
This class examines the sources and varieties of leadership behavior within and among organizations. The readings cover the organizational context of politics and the nature of power and politics in organizations, including how we might manage these dynamics in our careers. This is a writing-intensive course with an assignment due most weeks. If other obligations would prevent you from completing these frequent assignments, it would be best if you didn’t take this course.

REQUIRED MATERIALS
The following texts are available at the University at Albany Bookstore (or on-line), used books are fine as long as they are the same edition:
- Matthews, Chris (1999). Hardball: How Politics Is Played, Told by One Who Knows the Game

In addition to the assigned texts, you will be required to get a semester-long subscription to the New York Times, which can be obtained at a significant discount through their website: http://www.nytimes.com/collegerate. There will be frequent articles assigned from the Times in Leadership program as part of our curriculum (http://nytimesinleadership.com/).

BLACKBOARD
Additional readings, the weekly assignments and essay questions will be made available on the course’s Blackboard site, which you should monitor frequently.

PARTICIPATION and ATTENDANCE (100 points)
Students are expected to attend all classes and to complete all course requirements (assignments) on time. If you are unable to maintain a pattern of attendance, please do not take the class. Because there are only 14 class periods this semester, missing more than two classes will result in a lower grade and missing more than four will result in a failing grade.

“Participation” means engagement, informed by knowledge of readings and other materials. It requires more than simply coming to class, but not dominating the discussion.
SHORT REACTION PAPERS (300 points)
Most weeks, unless there is an essay assigned (see below), you should prepare a 250-word (one page) reaction paper based on either the readings for the week’s class or an article in the Times. This is NOT a summary of the reading, but rather a synthesis of it.

Each reaction paper is worth up to a maximum of 60 points (i.e., five reaction papers x 60 points each = 300 total points). Reaction papers should be submitted via Blackboard by 4:15pm on Thursday (class day). There will be six papers assigned, so that one can be omitted or dropped from your final grade (at your option). Late papers will be downgraded for each day late by a third (i.e., more than three days will be a zero).

SHORT ESSAYS (300 points)
In addition to the one-page reaction papers, there will be three short essays (worth 100 points each), the purpose of which is to have you engage the readings in a thoughtful way. You should submit a three-page paper addressing the essay question provided the preceding week while incorporating key themes found in the readings. Papers should be submitted via Blackboard by 4:15pm on Thursday (class day).

At least one week in advance, the essay question will be posted on Blackboard. Your response should address the assigned readings in a direct, explicit, and meaningful way. Again, your essay should not be a summary of the readings (i.e., reporting just what the readings say, or relying substantially on quotations from the readings) but rather represent a synthesis of the material.

The purpose of the papers is to give you a chance to develop some thoughts on the readings prior to coming to class to be able to add to the class discussion. Late papers will be accepted after the Thursday class for the applicable week but with a ten point deduction for each day late (i.e., more than three days late equals a zero). You should edit your papers carefully, as writing will count in your grade. Shoddy preparation (e.g., spelling or punctuation errors) will lead to a lower grade. Find a good guide to grammar and punctuation and use it. An example of such a guide on-line is http://andromeda.rutgers.edu/~jlynch/Writing/c.html.

You may revise and re-submit one of the essays after receiving the comments and grade on it. The resubmitted paper will be reviewed and the grade adjusted for the paper if appropriate. To earn a higher grade, a revision must improve substantially the clarity, organization, and strength of the paper, drawing on the comments made on the initial submission. The revision must go beyond correcting in a mechanical way writing or editing errors noted in the initial submission. You should submit your revision within two weeks of receiving the original graded paper.

Please review the University policy regarding plagiarism in the current Undergraduate Bulletin. Plagiarism is a serious offense. If a paper shows signs of plagiarism the University policy will be enforced strongly and an Academic Integrity Report will be filed with the Vice-Provost for Undergraduate Education.

FINAL PRESENTATION (50 points)
On April 30, you will present to the class a synopsis/snap-shot of your final paper. Your presentation, like your final integrative paper, should express key issues you have gained from the course. Presentations should be about five to seven minutes in length. Given the number of students in the class, we may start the final class earlier than the scheduled time, so we can complete the presentations in one evenings. Also, if you choose to use PowerPoint, there will be a limit of five slides for each student.

FINAL INTEGRATED PAPER (250 points)
By 4pm on Friday, May 8 you should submit a 10-15 page paper, drawing on each of the books and, if you wish, other readings over the semester. Final papers should be submitted via Blackboard by 5:00pm. You may work
with your presentation group on the outline of the paper, but the writing must be done on your own. Late papers will be downgraded by 25% for each day late (i.e., more than four days late=0%).

An Integrated Paper requires the student to choose a book, movie, organization or individual, provide a short summary of the general story line or background of said individual or organization, and analyze it using a certain number of terms and/or concepts from the various texts and articles read throughout the semester, and then provide a brief conclusion with any thoughts he or she has after analyzing the book, movie, organization or individual.

Your Integrated Paper should address:
- At least THREE key concepts or themes addressed during the course of the semester;
- Specifically, a key concept or theme from the course texts;
- Apply these key concepts or themes to a book (scholarly or otherwise), movie (of your choice), organization (either one covered in class or your own), or individual (again, either one covered in class or one that interests you personally).

Key Concepts or Themes might include:
- Sources of Power
- Gaining/Losing Power
- Interdependence

Your Integrated Paper should:
- Not exceed 15 double-spaced pages (including references/bibliography).
- Have one-inch margins;
- Be typed in 12-point font;
- Have numbered pages, including appendices and references/bibliography.

A one-page outline of the paper will be due on April 23rd detailing what your topic will be and the major themes you will cover along with any sources you will be using.

USE OF TECHNOLOGY DURING CLASS
Because this is an upper-level seminar class and not a lecture course, my strong preference would be to have all technology (phones, tablets, computers, etc) turned off during class discussion. You may check messages and e-mails during any class breaks. If you need to be able to be contacted during class for any reason, please see me before class to arrange this.
GRADING
Students’ final course grades are based on the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Short Reaction Papers (60 pts x 5 papers)</td>
<td>300 pts</td>
<td>30%</td>
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<tr>
<td>b. Essays (100 pts x 3 papers)</td>
<td>300 pts</td>
<td>30%</td>
</tr>
<tr>
<td>c. Participation (and attendance)</td>
<td>100 pts</td>
<td>10%</td>
</tr>
<tr>
<td>d. Final Presentation</td>
<td>50 pts</td>
<td>5%</td>
</tr>
<tr>
<td>e. Final Paper</td>
<td>250 pts</td>
<td>25%</td>
</tr>
</tbody>
</table>

Points translate to the following letter grades: A (951 – 1000), A- (900 – 950), B+ (870 – 899), B (830 – 869), B- (800 – 829), C+ (770 – 799), C (730 – 769), C- (700 – 729), D+ (670 – 699), D (630 – 669), D- (600 – 629), E (<60%).

A NOTE ON ACADEMIC DISHONESTY (adapted from the 2013-14 Undergraduate Bulletin: http://www.albany.edu/undergraduate_bulletin/regulations.html)

The following behaviors are examples of academic dishonesty and are therefore unacceptable:

“Plagiarism: Presenting as one’s own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student’s work as one’s own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one’s reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper’s or project’s structure; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person’s data, evidence, or critical method; submitting as one’s own work, work borrowed, stolen, or purchased from someone else.

Multiple Submission: Submitting substantial portions of the same work for credit more than once, without the prior explicit consent of the instructor(s) to whom the material is being (or has in the past been) submitted.

Unauthorized Collaboration: Collaborating on projects, papers, or other academic exercises that is regarded as inappropriate by the instructor(s). Although the usual faculty assumption is that work submitted for credit is entirely one’s own, standards on appropriate and inappropriate collaboration vary widely among individual faculty and the different disciplines. Students who want to confer or collaborate with one another on work receiving academic credit should make certain of the instructor’s expectations and standards.

Falsification: Misrepresenting material or fabricating information in an academic exercise or assignment (for example, the false or misleading citation of sources, the falsification of experimental or computer data, etc.). When a faculty member has information that a student has violated academic integrity in a course or program for which he or she is responsible and determines that a violation has occurred, he or she will inform the student and impose an appropriate sanction.”
COURSE SCHEDULE

The following schedule includes both reading and written assignments for the course. In addition to the sections of the book assigned each week, there will also be an article or two assigned most weeks, which appear on Blackboard. The schedule is subject to change.

January 22
Introductions

January 29

February 5
Goodsell, *The New Case for Bureaucracy*, pages 41 – 166
REACTION PAPER #1 DUE

February 12
REACTION PAPER #2 DUE

February 19
Matthews, *Hardball*, pages 11 – 88
ESSAY #1 DUE

February 26
Matthews, *Hardball*, pages 88 – 128
REACTION PAPER #3 DUE

March 5
REACTION PAPER #4 DUE

March 12
Guest Lecture – Joe Storch, Associate Counsel, SUNY Central Administration
Pfeffer, *Power*, pages 1 – 124
ESSAY #2 DUE

March 19
Spring Break

March 26
Pfeffer, *Power*, pages 125 – 236

April 2
Sandberg, *Lean In*, pages 3 – 103
Article: “Mark Sanford’s Path of Most Resistance.” (Jim Rutenberg)
REACTION PAPER #5 DUE

April 9
Sandberg, *Lean In*, pages 104 – 174
Article: “Warner’s C.E.O. Is Bullish on the Big Screen.” (Brooks Barnes)
REACTION PAPER #6 DUE

April 16
Cialdini, *Influence*, pages 1 – 140
IN CLASS: Thirteen Days (movie)

April 23
Cialdini, *Influence*, pages 141 – 234
ESSAY #3 DUE
FINAL INTERGRATED PAPER OUTLINE DUE

April 30
FINAL PRESENTATIONS

May 8 (Friday)
FINAL INDIVIDUAL INTEGRATIVE PAPER DUE BY 5 PM VIA BLACKBOARD