Professor Kaifeng Yang  
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In-class meeting location: BEL 632 PAD Conference Room  
Office Hours: For any given in-class meeting, 2:00pm-3:30pm the day before the class day; or by appointment.

COURSE DESCRIPTION:

Public management is complex and requires a sophisticated appreciation for the interconnections that sustain it. The jurisdictional, political, economic, and legal contexts shape its contours and constrain its actions. Everything that government does must first pass through a sieve that blends connections between levels and branches of government, partisan politics with substantive mission, economic efficiency with constitutional constraints, and tacit agreements between business, government, and nonprofit enterprises about their mutual intersections and boundaries. This course provides an in-depth analysis of public management in this context.

As a field of study that draws upon so many sources, covering public management scholarship in a comprehensive manner can be daunting. Fortunately, with other classes in the curriculum you are/will be exposed to different areas of public administration studies. We will focus on the recent public management movement.

OBJECTIVES:

After taking the class students should be able to:
1. Know the best scholarship on public management and inculcate a sense of critical appreciation.  
2. Develop knowledge about the popular public management reforms  
3. Articulate a creative research agenda  
4. Develop a rich “insider” perspective and experiences on scholarly research  
5. Develop and hone the abilities and skills needed to be a successful researcher  
6. Understand the constraints and challenges faced by public managers

REQUIRED TEXTS:


Other Readings
A number of research articles and book chapters will be used. Some of the material will be made available by the instructor on the course website; you will be responsible for obtaining others from the library.

COURSE POLICIES

University Attendance Policy
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy)

In particular, borrowing and building upon others’ ideas is acceptable, but presenting those ideas as your own without acknowledging it is not. It is common that doctoral students are held to higher standards on plagiarism and academic misconduct (e.g. even using a sentence from someone else’s work without due attribution can be grounds for an F in the course) – this may sound unfair but it is to prepare you for a successful and long scholarly career. All written work should have a bibliography using a standard format (APA style preferred).

Violations of the rules in any assignment may be subject to a minimum penalty of failing grade for the assignment and could result in a grade of “F” for the course. I will clarify any of these items you do not understand.

Americans with Disabilities Act
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu http://www.disabilitycenter.fsu.edu

Free Tutoring from FSU
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options at http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
COURSE FORMAT

This class will meet in “concentrated” times to have face-to-face instructions and discussions. However, before we actually meet, students must read the materials, do the assignments, submit them online following a weekly calendar.

COURSE CALENDAR*

*subject to change each semester/year

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COURSE REQUIREMENTS

1. Readings

Readings are classified as required, suggested, or optional. The required (Marked with R) must be read and the suggested ones (marked with S) should be read. The optional ones (marked with O) are optional.

This is a seminar, which means the class meetings will focus primarily on discussion rather than lecture, so come prepared to engage in informed discussions of assigned readings and to contemplate the implications of the arguments. Complete the readings and then review them by evaluating theory in light of practice, research in light of theory, and practice in light of theory and research.

2. Concept Map, Questions, and Online Participation (30% of the grade)

This part of the grade will be determined by the quality and depth of your map, question/critique and contribution to online discussion. In order to contribute to the class, one has to read the materials, prepare a concept map, think of some discussion questions, and participate on the discussions board actively.

- Concept Map (10%)
  a. Prepare a concept map of the readings to be shared with the class. Don’t know what a concept map is? See http://en.wikipedia.org/wiki/Concept_map or http://cmap.ihmc.us/publications/researchpapers/theorycmaps/theorvunderlyingconceptmaps.htm. There is also a free software: http://freemind.sourceforge.net/wiki/index.php/Main_Page; But PowerPoint is sufficient for this purpose. (Samples will be provided in class).
  b. Upload your concept map on the Discussion Board by 8:00am Monday for the week.
  c. When you prepare for your qualifying exam, concept maps could be a great help if they are now drawn in a proper way: it tells you the logic of and connections between the major readings, as well as the core ideas of the readings, without being too crowded in one page.
  d. Evaluation: primarily whether you submit one or not each week. Missing one week loses 1%.

- Question (5%)
  a. Prepare one discussion question that would interest or help you the most. Be as clear as you can.
  b. Upload one of your questions on the Discussion Board by 8:00am Monday for the week. Start a new thread for your question so that other students and the instructor can comment. If you see an existing thread that is similar to yours, that means you are too late and please think of a different one.
  c. Each student should start only one thread.

- Online Participation (15%)
  a. The purpose of the discussion board is to frame and promote collaborative learning. Every student is enabled to have enough time to ask questions and respond to questions.
  b. Three cardinal rules for Discussion Boards
    - The cultural of mutual respect that is part of this course extends into the virtual classroom environment
    - Participation in these discussion boards is required
    - Participation alone is not enough; a thoughtful and meaningful approach in your posts is required.
  c. Evaluation
    - Frequency: although you are encouraged, but you are not required to respond to every question. But you are required to respond to at least one another student’s question. You are required to post at least 5 times per session
    - Follow-ups: Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.
    - Content contribution: Posts factually correct, reflective and substantive contribution; advances
discussion.

- **Reference & Support**: Uses references to literature, readings, or personal experience to support comments.
- **Clarity**: Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

3. **After-Class Analysis (15% of the grade)**

After each in-class meeting, prepare a 400 (minimum) word analysis of the class discussion.

- The analysis should not be a mere summary of the materials; rather, it should focus on things coming out of the discussion and interest you the most, such as:
  a. the metaphor/story/current events used or discussed
  b. the linkages among the current materials
  d. the linkages between current materials and those of a previous week or other courses
  e. the criticisms or critique of the methods and research design of one or more of the readings
  f. unresolved issues or future research questions
  g. the implications of one or more of the readings for practice or theory or research
- Use bullets and numbering when necessary to make the analysis simpler.
- The best time to do this is right after the class meeting. You will find out how valuable it is to spend half an hour reflecting and writing on the discussions.
- The analysis should be emailed to the instructor 6 days after the class meeting. For classes scheduled in an extensive manner in weekends, one can choose the topic of only one of the sessions.
- My evaluation and comments will focus on both the substance and writing.

4. **In-Class Participation (10% of the grade)**

This part of the grade will be determined by the quality and depth of your contribution to in-class discussion.

  a. Although you may miss as many classes as you wish, your participation grade will suffer with each absence.
  b. Participation will be evaluated with 3 levels: 2 = contributes to the discussion by incorporating points in the assigned readings and provides thoughtful comments for each class; 1 = fails to demonstrate familiarity with readings or to substantively contribute to the discussion; 0 = absent and no contribution to the discussion at all.

5. **Final Paper (45% of the grade)**

For the final paper, you have four options:

1) Work on a publishable manuscript using extant data;
2) Work on a publishable theoretical manuscript; or
3) Work with the instructor and other students on one of two literature review projects—one is on citizen participation and the other is on evidence-based management.
4) Work on a research proposal.

Regardless of the option you take, you have to write a one-page proposal, meet with the instructor and get your topic approved before March 25. But if you can, you should start this process as early as possible.

No length requirement, it is normally expected to be about 18 double-spaced pages, excluding the references and tables.
I would recommend option 1, 2, or 3 if you have a generally clear idea about the kind of research you want to do in the next few years. For option 1, I will make available several datasets; we should have access to most ICMA datasets; and you can also use other datasets. However, the four options are equally valued.

Remember that the paper should contain an analytical or critical component – they MUST be more than simple descriptive summaries of the readings. For example, identify inconsistencies between theory, research, and practice that deserve further thought. Contemplate variables that are missing from models. Consider challenges for practice that can be addressed through theory and research. Suggest research that would probe or advance the author(s) argument(s). Discuss whether a management technique described at one level of government might be applied at another level. Most important is this question: How does this work contribute to our understanding of public management? Use these assignments to capture YOUR creative ideas that are triggered by the ideas put forth in the readings. Ideally, each Management Paper could be the seed for a research project.

In addition to turning in a hardcopy, you will make a short, oral presentation summarizing your paper.

**FIRST DAY ATTENDANCE SURVEY**

This survey is not part of your grade but fulfills FSU's first day of class attendance policy and must be completed sometime before 12:00pm (Noon) Saturday of the first week of class (Jan. 10th). The survey can be found in the "Assignments" section of the course Blackboard website. Failure to complete this survey on time will result in the student being automatically dropped from the course.
COURSE CALENDAR FOR IN-CLASS MEETINGS*

*subject to change each semester/year

If not otherwise specified, the class is held in BEL632, 5:30pm-8:15pm.

S 1 (Jan. 24) Introduction & Overview (8:45am-11:30am)
S 2 (Jan. 24) What is Public Management (8:45am-11:30am)
S 3 (Jan. 28) Environment, Bureaucratic Politics, and Public Management
S 4 (Feb. 04) Administrative Discretion
S 5 (Feb. 11) Public Value & Public Management
S 6 (Feb. 18) Organizational Goal Ambiguity
S 7 (Feb. 25) Citizen Participation & Public Management
S 8 (April 18) Red Tape and Green Tape (8:45am-11:30am)
S 9 (April 18) Collaborative Management (8:45am-11:30am)
S 10 (April 18) Motivation and Public Service Motivation (2:00pm-5:00pm)
S 11 (April 18) Performance Measurement (2:00pm-5:00pm)

* Final paper details discussed/approved before March 25 (the earlier, the better)

S12 (April 19) Social Equity and Public Management (2:00pm-5:00pm)
S13 (April 19) Public Management and Ethics (2:00pm-5:00pm)
S14 (April 22) Class Presentations and Workshop
S15 (May 1) Final Exam Week: Paper polishing and submission

* * Final Paper due 11:50pm, May 1.
**READINGS**

**Note 1:**
- PAR: Public Administration Review;
- JPART: Journal of Public Administration Research & Theory
- PAQ: Public Administration Quarterly
- ARPA: American Review of Public Administration
- AJP:S: American Journal of Political Science
- AMR: Academy of Management Review
- AMJ: Academy of Management Journal
- IRAS: International Review of Administrative Science
- PPMR: Public Performance & Management Review
- IJPA: International Journal of Public Administration

**Note 2:**
- O Optional reading
- S Suggested reading
- R Required reading

**Session 1 Introduction and Review of Syllabus**

**Read:**

**Session 2 What is “Public” “Management”**

Objective: After taking this class students should be able to (1) know the relationship between public management and public administration; (2) understand why public management as a new movement emerged; (3) know the contents of recent “global” public management reforms. (4) know the major differences, if any, between public and private organizations;

**Read:**
A different view?


Session 3 Environment, Bureaucratic Politics, and Public Management

Objective: After taking this class students should be able to (1) know the common environment variables of public management; (2) the limitations of the traditional principal-agent model; (3) the multiple actor model of bureaucratic politics; (4) how bureaucratic politics affects public management and vice versa.

Read:


Kaifeng Yang. 2009. Examining Perceived Honest Performance Reporting by Public Organizations: Bureaucratic Politics and Organizational Practice. JPART.


Kaifeng Yang and Sanjay Pandey. 2008. Political Environment and Administrative Reform: How Do They Affect Employee Commitment. JPART.


Session 4 Administrative Discretion

Objective: After taking this class students should be able to (1) reason on how much discretion managers should have; (2) know why discretion is important for performance; (3) know antecedents of discretion.

Read:
The context and the complexity:


The importance of discretion:


The antecedents of discretion:


Correlates


Other:


Session 5 Public Value and Public Management

Objective: After taking this class students should be able to (1) understand the complexity of defining public values; (2) know different approaches to creating public values; (3) develop a practical strategy of creating public value in practice.

Read:


S Douglas Morgan. Chapter on “Public Interest.”


**Session 6 Organizational Goal Ambiguity**
Objective: After taking this class students should be able to (1) know why goal ambiguity is important for public management; (2) know different ways of measuring goal ambiguity; (3) know consequences of goal ambiguity; (4) know how to reduce goal ambiguity.

**Read:**

**Session 7 Citizen Participation and Public Management**
Objective: After taking this class students should be able to (1) understand the importance of citizen participation; (2) know the common types of participation; (3) know the practical challenges; (3) understand the factors that affect participation outcomes.

**Read:**
Session 8 Red Tape and Green Tape
Objective: After taking this class students should be able to (1) know the complexities about red tape; (2) know the consequence of red tape; (3) know how to improve the studies of red tape and green tape.

Read:

Session 9 Collaborative management
Objective: After taking this class students should be able to (1) understand the concept of network and collaborative management; (2) know the process of collaboration; (3) know the factors leading to successful collaboration; (4) know managerial skills necessary for collaboration.

Read:
R Public Administration Review. 2006. Special Issue on Collaborative Public Management,
Supplement to Volume 66 – doctoral students read all articles in the issue; MPA students choose three to read.


Session 10 Motivation and Public Service Motivation
Objective: After taking this class students should be able to (1) know the construct of public service motivation; (2) the antecedents and consequence of PSM; (3) the potential criticisms of PSM; and (4) the link between PSM and public management reforms.

Read:


Session 11 Performance Measurement
Objective: After taking this class students should be able to (1) know why performance measurement has become so important for government agencies; (2) understand the common components of a performance system; (3) know the potential pitfalls of performance measurement; (4) development skills in using performance measurement.

Read:

Session 12 Social Equity and Public Management
Objective: After taking this class students should be able to (1) understand the importance of equity in public management; (2) know the meaning of equity; (3) know how social equity relates to various aspects of public management; (4) develop some future research questions in this area.

Read:


**Session 13 Public Management and Ethics**

Objective: After taking this class students should be able to (1) understand public management from an ethics perspective; (2) know the management of ethics in public organizations; (3) know some empirical ways of studying ethics in public organizations.

**Read:**


**Session 14 Class Project Workshop**

**Session 15 Final Paper Due 11:50pm May 1st**
Appendix 1: Example of a concept map

More examples will be shown during the first class.