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Course description: Selected research paradigms and their application in the study of political institutions, with special attention to the interaction of other institutions with bureaucracy.

Learning Objectives:
- Gaining knowledge of basic theories of political institutions relevant for public administration
- Understanding the broader institutional context in which policy analysis takes place
- Learning about the different methodologies that can be used to study institutions
- Reflecting upon the role of public administration in a democracy

Texts: Kerwin, Rulemaking  
Rosenbloom et al., Constitutional Competence for Public Managers  
Rosenbloom, Building a Legislative-Centered Public Administration  
Kettl, System under Stress: Homeland Security and American Politics

Other Readings: Other readings will be on reserve. Many of these will also be accessible on the ANGEL class web site.

Week # 1: (PLEASE READ THE FOLLOWING MATERIAL BY OUR FIRST CLASS)

I. Introduction

Fesler and Kettl, The Politics of the Administrative Process, chs. 1-2, 5, 12-14  
(A basic text to serve as a refresher)  
Rosenbloom and Kravchuk, Public Administration: Understanding Management, Politics, and Law in the Public Sector, chapter 1

Week # 2

II. Theories Relevant for Public Administration

Competing Institutional Theories


Bureaucracy as a 4th Branch of Government

General discussion of the issue

Rational Choice Theory:

Shepsle and Bonchak, *Analyzing Politics*, chs. 1-2, 11-15 (reserve)

Principal-Agent Theory


**Week # 3**

New Institutional Economics


Garbage Can Models


Bendor et al., “Recycling the Garbage Can,” *American Political Science Review*, 95 (2001), 169-190 (and see Olsen’s rejoinder immediately thereafter)


**Presentation: Kingdon, Agendas, Alternatives, and Public Policy**

**Week # 4**

Public Choice

**Presentation: Downs, Inside Bureaucracy**
Presentation: Niskanen, *Bureaucracy and Representative Government*

Decision-Making:


**Week # 5**

**III. Tools of Decision-Making and Implementation**

Kerwin, *Rulemaking*

Presentation: Mandell (ed.), special issue on network structures, *Political Studies Review*, 16 (1999) (read the articles in the symposium)
Presentation: Savas, *Privatization and Public-Private Partnerships*
Presentation: Kettl, *The Transformation of Governance*


**Week # 6: Legislature and Executive**

**IV. Bureaucracy and Other Government Institutions**

Legislature

Rosenbloom, *Building a Legislative-Centered Public Administration*

Term paper précis and annotated bibliography due

**Week # 7:**

Courts
Lecturette: Court Structure and Bureaucracy
Rosenbloom et al., Constitutional Competence for Public Managers, Preface-p. 106

Week # 8:
Courts Continued
Complete Rosenbloom et al.

Week # 9:
Intergovernmental Relations
Wright, “Federalism, Intergovernmental Relations, and Intergovernmental Management,” In Rabin et al. (eds), Handbook of Public Administration.
Presentation: Perry (ed.), Handbook of Public Administration, Part I

Issue and Policy Networks
Charles O. Jones, The United States Congress, chs. 13-14
Presentation: Browne, Cultivating Congress

Week # 10
Response to Threats and Stress in the System

Kettl, System under Stress
Presentation: Special Issue of Public Administration Review, 62 (September 2002, entire issue.)
Week # 11

V. Bureaucracy, Representation, and Democracy


Week # 12 Turn in Papers

For the final task in this course, select some subject of interest to you and write a research paper, using some aspect of institutions to explore the issue. For instance, does application of some theoretical model to an issue in Pennsylvania public administration shine light on that? 25 to 30 pages would be an appropriate length. You ought to think in terms of the possibility of a paper that could—with revision and polishing—be presented at a professional meeting and ultimately be published in an appropriate outlet. I can assist you with identifying potential conferences, if you wish to carry forward.

Grading scheme: Final paper 50%
Class participation 10%
Presentation 20%*
Journal article analyses 20% (5% each)**

* Select one of the “presentation” topics in the syllabus. Each student would then give about a 20 minute “lecture” in the subject/book and then field questions for another 10 minutes. Power Point would be a good technique, although it is not mandatory.

** One important goal for doctoral students is to come to understand and to be able to carry out research. A key part of this process is coming to understand research articles. To facilitate this, each student would select 4 articles over the course of the summer that present research. For each of four brief (no more than 3 pages) papers, the student would
Academic Integrity: Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used in another class without informing the instructor, or tampering with the academic work of other students. Please refer to Section 49-20 of the “Student Guide to University Policies and Rules” for a review of procedures that will be followed should there be a breach of academic integrity by any student in this course. Or see the web site at: http://www.hbg.psu.edu/hbg/acadint.html

NOTE FOR STUDENTS WITH DISABILITIES: The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please contact Lynne Davies, Disabilities Coordinator, at (717) 948-6025 in Olmsted Room W117.