Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

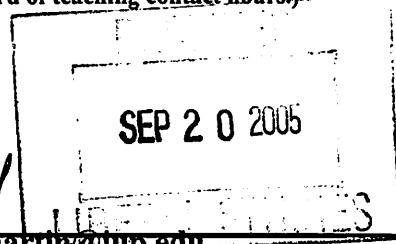**Course:** <u>PLSC 371 Issues in Public Administration</u>

Instructor(s) of Record: Susan J. Martin   *original signed*

Phone: 724-357-7901   *pages without revisions*   **Email:** smartin@iup.edu

SEP 2 0 2005

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

   I am a qualified instructor and I was trained by Brian Carothers, Instructional Design instructor, on how to create and facilitate a course on WebCt software. Over the last three years, I have put at least 30% of four regular courses on WebCt. This included tools for discussions, grades, chapter summaries, internet resources, important documents, syllabi, assignments, and tests. The students from my PLSC 111, PLSC 250, PLSC 351, PLSC 371 courses have used the WebCt components for testing, discussion, email, and independent assignments without a problem. WebCt software has been excellent software for my use and for the students. The Instructional Design staff has given excellent support to my students and to me. My PLSC 250 Public Policy course went totally online during the first summer session of 2005.

2. How will <u>each objective</u> in the course be met using distance education technologies?

   All of the final products produced by the student through the activities below will be submitted through the WebCt Assignment tool. The professor will grade the submission with a rubric and release the grade for each assignment to each student. The Discussion tool will be used to communicate with the professor if the students have questions on an assignment. The professor will discuss ideas or concerns through the Discussion tool.

   Course Objectives:
   1. To develop an understanding of the administration of government departments and agencies.
      Activities: Readings, case studies, and problem based exercises.
   2. To analyze the different types of government departments and agencies.
      Activities: Readings
   3. To employ relevant philosophies about the administration of government and the implementation of public policies.
      Activities: Problem based exercises and debates
   4. To understand the bureaucracy, the personnel system, and the budget process of government organizations.
      Activities: Readings, problem based exercises, case studies, and debates
   5. To determine the role of morality and ethics in government administration.
      Activities: Readings and case studies
   6. To enhance the critical thinking skills necessary to administer the programs of government departments and agencies.
      Activities: Case studies, problem based exercises, and debates
   7. To determine what leadership skills are critical in the development of public policy structures in the United States.
      Activities: Professional paper, problem based exercises, and debates.
   8. To research and understand the integrated nature of government institutions, interest groups, public policy creation and implementation, and the influence they all have on the overall well being of American people.
      Activities: Readings, problem based exercises, cases, and debates.

3. How will instructor-student and student-student, if applicable, interaction take place?

The course is designed for suitable interaction by the professor and the students. Please review the syllabus, problem based exercises, debates, cases, discussions, WebCt assignments, the criteria for a paper on a profession in the government, and the tests. The syllabus is designed as a road map which gives specific deadlines for all of the student's assignments. Both WebCt email and the discussion tool may be used by students and the professor to communicate. Also, as I have stated, I have used WebCt tests with my regular course, PLSC 371, and it has been an effective method of testing. Also, problem based exercises will be evaluated to determine the students grasp of the subject matter, critical thinking, and ability to articulate the material in an essay.

4. How will student achievement be evaluated?

All students will know the due date of all assignments from the syllabus. After each assignment is submitted by the students, the professor will check through the assignment tool to determine if all the assignments have been submitted properly. The professor will then release the grade. Each assignment will be evaluated through a specific rubric for understanding of the material, completeness, content, and presentation. Following is an example of the evaluation process for each of the four debates: From the student's pro, con, and his/her position on the debate, I will determine the student's ability to digest the material, critically think, and express his/her view. The essay will be evaluated for content, clarity, critical thinking, and presentation through a rubric.

5. How will academic honesty for tests and assignments be addressed?

All tests are given 20 minutes for completion, have a closing date and ending time, are printed on a black background with white letters in order to stop tests from being printed out easily, and are randomly generated from a test bank which makes every test different.
All assignments have different closing dates which will help to keep the students on track with the course.
I will randomly check essays questions on Google for plagiarism.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)
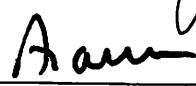
☐ Negative

_____   9/6/05
Signature of Department Designee   Date

Endorsed: _____   9/18/05
Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

Gail S. Sechrist _Oct. 11, 2005_
Signature of Committee Co-Chair   Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☒ Approved as distance education course   ☐ Rejected as distance education course

Mark Slayton _10/12/05_
Signature of Provost   Date

Forward form and supporting materials to Associate Provost.

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: <u>PLSC 371 Issues in Public Administration</u>

Instructor(s) of Record: Susan J. Martin

~~Phone: 724-357-7901~~   ~~Email: smartin@iup.edu~~

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

   I am a qualified instructor and I was trained by Brian Carothers, Instructional Design instructor, on how to create and facilitate a course on WebCT software. Over the last three years, I have put at least 30% of four regular courses on WebCT. This included tools for discussions, grades, chapter summaries, internet resources, important documents, syllabi, assignments, and tests. The students from my PLSC 111, PLSC 250, PLSC 351, and PLSC 371 courses have used the WebCT components for testing, discussion, email, and independent assignments without a problem. WebCT software has been excellent software for my use and for the students. The Instructional Design staff has given excellent support to my students and to me. My PLSC 250 Public Policy course went totally online during the first summer session of 2005.

2. How will <u>each objective</u> in the course be met using distance education technologies?
   All of the final products produced by the student through the activities below will be submitted through the WebCT Assignment tool. The professor will grade the submission with a rubric and release the grade for each assignment to each student. The Discussion tool will be used to communicate with the professor if the students have questions on an assignment. The professor will discuss ideas or concerns through the Discussion tool. Also, the WebCT Discussion tool will be used for threaded discussions between Professor – student and student – student.
   Course Objectives:
   1. To develop an understanding of the administration of government departments and agencies.
      Activities: Readings, case studies, discussions, and problem based exercises.
   2. To analyze the different types of government departments and agencies.
      Activities: Readings
   3. To employ relevant philosophies about the administration of government and the implementation of public policies.
      Activities: Problem based exercises, discussions, and arguments
   4. To understand the bureaucracy, the personnel system, and the budget process of government organizations.
      Activities: Readings, problem based exercises, case studies, discussions, and arguments
   5. To determine the role of morality and ethics in government administration.
      Activities: Readings and case studies
   6. To enhance the critical thinking skills necessary to administer the programs of government departments and agencies.
      Activities: Case studies, problem based exercises, discussions, and arguments
   7. To determine what leadership skills are critical in the development of public policy structures in the United States.
      Activities: Professional paper, problem based exercises, discussions, and arguments.
   8. To research and understand the integrated nature of government institutions, interest groups, public policy creation and implementation, and the influence they all have on the overall well being of American people.
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3. How will instructor-student and student-student, if applicable, interaction take place?

The course is designed for suitable interaction by the professor and the students. Please review the syllabus, problem based exercises, arguments, cases, discussions, WebCT assignments, the criteria for a paper on a profession in the government, and the tests. The syllabus is designed as a road map which gives specific deadlines for all of the student's assignments. Both WebCT email and the Discussion tool may be used by students and the professor to communicate. The WebCT Discussion tool will be used during four Sections to create discussions and interaction between Professor – students and student - student. Also, as I have stated, I have used WebCT tests with my regular course, PLSC 371, and it has been an effective method of testing. Also, problem based exercises will be evaluated to determine the students grasp of the subject matter, critical thinking, and ability to articulate the material in an essay.

4. How will student achievement be evaluated?

All students will know the due date of all assignments from the syllabus. After each assignment is submitted by the students, the professor will check through the assignment tool to determine if all the assignments have been submitted properly. Each assignment will be evaluated through a specific rubric for understanding of the material, completeness, content, and presentation. The professor will then release the grade. Following is an example of the evaluation process for each of the four arguments: From the student's pro, con, and his/her position on the Argument, I will determine the student's ability to digest the material, critically think, and express his/her view. The essay will be evaluated for content, clarity, critical thinking, and presentation through a rubric.

5. How will academic honesty for tests and assignments be addressed?

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B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

___

Step Two: Departmental/Dean Approval

Recommendation: ☐ Positive (The objectives of this course can be met via distance education)

                   ☐ Negative

_____
Signature of Department Designee   Date

Endorsed: _____
Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

INDIANA UNIVERSITY OF PENNSYLVANIA

ISSUES IN PUBLIC ADMINISTRATION

Course: PLSC 371   Course: PLSC - 571
Section: 001   Semester: Spring, 06   Days: M/W/F
CRN ?
Campus: Main   Building: Keith 164   Time: 9:15 a.m. – 10:15 a.m.

Professor: Susan J. Martin   Office: 107 Keith Hall Annex   Telephone#: 724-357-7901

Office Hours: Mon and Wed 8:30 a.m. to 9:00 a.m. and 11:30 a.m. to 12:30 p.m.
T/Thurs 8:45 to 9:15 a.m. and by appointment
Please complete the sign-up sheet on my office door to schedule an appointment.
Email: smartin@iup.edu

Goal of the course: To provide an intensive study of the role of federal agencies and their administrators in determining and developing public policies. Public administration in practice is emphasized by using case studies, third person teaching, problem based exercises, and debates.

Public administration involves the "core activities" of government that are performed, for the most part, by highly trained experts and specialized organizations; its purpose is the development and implementation of public policy. This broad definition encompasses a large dynamic portion of government at all three levels the federal, state and local systems. The three government systems work with nonprofit and private enterprises.

Course Objectives:

1. To develop an understanding of the administration of government departments and agencies.
   Activities: Readings, case studies, and problem based exercises.
2. To analyze the different types of government departments and agencies.
   Activities: Readings
3. To employ relevant philosophies about the administration of government and the implementation of public policies.
   Activities: Problem based exercises and debates
4. To understand the bureaucracy, the personnel system, and the budget process of government organizations.
   Activities: Readings, problem based exercises, case studies, and debates
5. To determine the role of morality and ethics in government administration.
   Activities: Readings and case studies
6. To enhance the critical thinking skills necessary to administer the programs of government departments and agencies.
   Activities: Case studies, problem based exercises, and debates

7. To determine what leadership skills are critical in the development of public policy structures in the United States.
   Activities: Professional paper, problem based exercises, and debates.
8. To research and understand the integrated nature of government institutions, interest groups, public policy creation and implementation, and the influence they all have on the overall well being of American people.
   Activities: Readings, problem based exercises, cases, and debates.

Text:

     Pro-Packet #5, University Square One, 1176 Grant Street, Suite 1120, Indiana, PA 15701, 724-357-8402 which contains all of the reading material for the course ($63.90). The debate material is on-line. Please review the debate sheet in the syllabus.
     Watson, Robert, *Public Administration, Cases in Managerial Role-Playing,* Addison Wesley Longman, Inc., 2002. ISBN 0-321-08552-3

Requirements of the Course: Each student is required to read the assigned material for each class before the class meets and is required to participate in the class discussion. If the article has two stars before it (**), complete the Article Summary form in the syllabus. There will be four tests on WebCT. You are required to complete a seven to ten page paper on a professional organization which you will submit and present to the class during the final days of class. Also, each student will research and participate in at least one debate on a Pubic Administration issue.

Statement of Student Responsibility: I am committed to the principle of active learning. For me, this means that learning cannot take place without students' active involvement in, commitment to, and responsibility for, their own education. Hence it is important that students conduct themselves in ways that indicate respect for the learning community and the learning process. While it is difficult to specify precisely what this means in all cases, at the very least it entails coming to class on time and being prepared to remain in one's seat for the duration of the class period. Respect for the learning community and the learning process would normally exclude persistent lateness, leaving the classroom during class time, and/or falling asleep in class. Late arrivals, early departures, and frequent breaks while in class are very disruptive to the class and will reflect negatively in your participation and attendance grade.

Grade: Attendance, which includes being punctual for class, cooperation and participation in the class, and the cases, is 20% of your grade. Each student starts with 100% for attendance. The four tests total 50% of your grade. Your lowest test score will be dropped or you may not take one test. There will be no make up test because you have the option of dropping one test. Each of the 3 tests are worth 16.67 % of your grade. The individual professional research paper is worth 10% of your grade (5 points for the written paper and 5 points for the presentation). Your participation on every debate and individual assignment on a debate are worth 10% of your grade. Each of your article summaries are worth 1 point. All ten articles total 10 points or 10% of your grade.

Exams are on WebCT and are multiple choice and true and false. There are 25 questions and you have 20 minutes to take the test. Do not get confused with the pre-test in the system. Each test will be open for 48 hours. If you have problems with WebCT, go to Library Instructional Design in room 112 to receive assistance.

Also, on WebCT is a mandatory practice test on the subject matter of this syllabus. The practice test is given to make sure you understand your obligations to the class and to make sure you know how to use WebCT.

Debate Format: When you are not on the debate team, you will submit, on the day of the debate, a one-page summary, which describes both sides of the issues. This summary is completed before the class and is submitted after the debate. You will give your opinion on the issues after the debate. The debate is structured. Each member of the positive side will have 3 minutes to present on the issue. Usually, one of the team presents the issue, the 2nd person elaborates and may present another angle and the other person or persons may present another angle and summarize that side of the issue. The opposite side has 3 minutes each to ask clarifying questions on what was presented. The opposite side has 3 minutes each to present. The positive side has 3 minutes each to ask clarifying questions. Each side takes a 4-minute huddle. One person from each side presents a summary statement. All the people in the class are asked for their input.

Your Individual Assignment: You must choose and secure my approval for your profession by the second week of class. Term paper format is expected to meet the standards described by Campbell, Turabian, or similar term paper manuals. Spelling, punctuation, and grammar will be considered in assigning the term paper grade. All papers must be typed. Late papers will be marked down one grade (an A paper will receive a B). Please review the attached description of your individual assignment.

Undergraduate Students – Grades will be evaluated according to the following scale:

93 - 100	A
83 - 92	B
73 - 82	C
63 - 72	D
Below 63	F

Graduate Students – Grades will be evaluated according to the following scale: (Graduate Students have additional assignments.)

93 - 100	A
83 - 92	B
73 - 82	C

Academic Honesty: "Learning, to have true value, must be linked to a sense of honesty and integrity." A student that submits work that is plagiarized, copied, or that is not uniquely his or her own will fail the course.

N.B. Each Case Study is completed by your written answers to the Role-Play Assignment and Questions for Discussion which follow each case.

COURSE OUTLINE:

January 18 - Wednesday	Introduction – Go over syllabus, professional group paper, articles, and sign-up for debates. Complete the Mandatory Syllabus Test before taking Test 1. Read pages 5 to 24 from *Public Administration Cases in Managerial Role-Playing* (Required Text for the course)
January 20 – Friday	Ice Breakers Read Bureaucracy and Public Administration Articles 1, 2, 3, 4, and 5 *Article 1:* Civilization- Mysteries of Egypt Government Bureaucracy *Article 2:* Bureaucracy- Glossary of Political Economy Terms *Article 3:* Bureaucracy *Article 4:* What is Bureaucracy? *Article 5:* The Federal Bureaucracy- Figure 3-3 Public Policy Prentice Hall Debate time for teams
January 23 - Monday	Read *Article 6:* Centralized or not, bureaucracies are unpopular Debate time for teams How to Work in a Group!
January 25 - Wednesday	Read *******Article 7:* Chapter Seven- The Executive Branch: Bureaucracy in a Democracy Sign the sheet for your professional paper
January 27 - Friday	Read *******Article 7:* Chapter Seven- The Executive Branch: Bureaucracy in a Democracy
January 30 - Monday	Debate # 1 Should appointed officials and the bureaucracy have input on the substance and implementation of public policy/laws?
February 1 - Wednesday	Read Articles 8, 9, 10 and 11 *Article 8:* Bureaucracy- Outline *Article 9:* PA Web Contact List for PA Departments and Agencies: www.state.pa.us *Article 10:* The Study of Administration *Article 11:* Partnering For the People: Alliances between Career Administrators and Political Appointees in Federal

	Agencies
February 3 - Friday	Read ****_Article 12:_** Administrative Reform: Analytics **Test 1 WebCT Friday, February 3, 6 p.m. to 6 p.m. Monday, February 6.**
February 6 - Monday	Independent Assignment see WebCT Discussion Case Study #1 on Public Administration Case 3 Dealing With Bureaucracy and Intergovernmental Relations: The EPA and Hazardous Waste, page 34
February 8 - Wednesday	Review and submit Independent WebCT Read ****_Article 13:_** The United States Civil Service Commission- Its History, Activities and Organization
February 10 - Friday	Read **_Article 13:_** The United States Civil Service Commission- Its History, Activities and Organization
February 13 - Monday	Case Study #2 on Human Resources – Work Group Case 5 Managing Conflict Among A Hospital Staff, page 50
February 15 - Wednesday	Field trip to the Department of Environmental Protection, Southwest Region. We will leave at 8 a.m. sharp and return at approximately 4 p.m. Vans will be parked in the parking lot in front of the Co-Op bookstore. Free lunch and transportation will be provided. 5 Bonus points for those that attend. A note explaining the trip and your absence will be provided for other professors but they may not excuse you.
February 17 - Friday	Read ****_Article 14:_** Public Sector Employment in a Time of Transition
February 20 - Monday	Read ****_Article 15:_** Labor Relations in the Public Sector- Chapter 5 Personnel Impacts on Collective Bargaining
February 22 - Wednesday	Mock Interviews - Civil Service Application – Print it off of the Pennsylvania Civil Service site www.state.pa.us
February 24 - Friday	Debate #2 Should the National Government and the State Governments Stop Using State Civil Service List for Hiring and Use a Process that is more like Private Businesses?
February 27- Monday	Independent Assignment see WebCT Discussion on Human Resources Case 8 Cherry County Blues: A Problem of Low Morale, page 63

March 1 - Monday	Review and submit Independent WebCT Read Articles 16, 17 and 18 *Article 16:* Fad Mad *Article 17:* Whistleblower Anonymous *Article 18:* Nepotism and the Meat Ax
March 3 - Friday	Read Article 19 and websites *Article 19:* **Who Needs Civil Service? www.scsc.state.pa.us/summary.htm www.scsc.state.pa.us/announcements www.scsc.state.pa.us/webservices/registration/login.asp **Test 2 WebCT Friday, March 3, 6 p.m. to 6 p.m. Monday, March 6.**
March 6 - Monday	Debate # 3 Should the Federal Government be required to have a Balanced Budget Each Year?

March 8 - Wednesday	Case Study #3 on Government Budgeting Case 9 The Politics of County Budgeting: Piecing Together the Budget Puzzle, page 73
March 10 - Friday	Read *Article 20:* **Public Budgeting Systems- Chapter 3
March 13 to March 19	**Spring Break**
March 20 – Monday	Guest Speaker, Dave Washburn, IUP graduate, Advisor to the Pennsylvania House of Representative, Minority Leader.
March 22– Wednesday	Review and submit Independent WebCT Assignment Read *Article 20:* **Public Budgeting Systems- Chapter 4
March 24 – Friday	Read *Article 20:* **Public Budgeting Systems- Chapter 5
March 27 - Monday	Review of Article 20 Chapters 3, 4 and 5
March 29 – Wednesday	Read *Article 21:* PA Three Budgets at one time
March 31 – Friday	Independent Assignment see WebCT Discussion Case Study #4 on Government Budgeting Case 10 Coping with Revenue Shortfalls: The Experinece of A Rural Southern County, page 77
April 3 – Monday	Review and submit Independent WebCT Assignment **Test 3 WebCT Monday, April 3, 6 p.m. to 6 p.m. Wednesday, April 5.**
April 5 – Wednesday	Read **Article 22:** The Public's Right to Know
April 7 – Friday	Read **Article 23:** The Commonwealth of PA Right to

	Know Law Request Policy
April 10 – Monday	Read *Article 24:* **Chapter I (Right Thing to Do) A Short Introduction to Moral Philosophy
April 12 – Wednesday	Read *Article 25:* Chapter 8 (Right Thing to Do) Utilitarianism
April 14 – Friday	Independent Assignment see WebCT Discussion Related to: Ethics Case 14 Public Scrutiny and Accountability: An Ethical Dilemma in State Administration page 110 **Article 26:** Chapter 10 (Right Thing to Do) The Idea of a Female Ethic **Article 27:** Chapter 24 (Right Thing to Do) The Ethics of War and Peace
April 17 – Monday	?????
April 19 – Wednesday	Review and submit Independent WebCT Assignment Read Technology Articles 28, 29, and 30. *Article 28:* Chapter 18 Our Dying Data *Article 29:* Chapter 19 Techno trouble *Article 30:* Chapter 20 High-Tech, Low-Tech
April 21- Friday	Debate # 4 Should the Federal Government Make National Laws on Education, Healthcare and Housing Under the Equal Rights Amendment?
April 24 – Monday	Guest Speaker, Mr. Matt Waneck, Group Insurance Section Chief, Governor's Office of Administration, IUP graduate, will present and field questions about public policy and public administration. **Test 4 WebCT Monday, April 24, 6 p.m. to 6 p.m. Wednesday, April 26.**
April 26 – Wednesday	Presentations by students
April 28 – Friday	Independent Assignment see WebCT Discussion on Case Study #5 Government Programs Case 20 To Privatize or Not To Privatize? A City Prepares to Contract Out Services, page142
May 1 - Monday	Review and submit Independent WebCT Assignment **Presentations by students**
May 3 - Wednesday	No class - Reading Day
Final ?	

	Presentations by students

Use ephost@epnet.com to find the articles, unless otherwise noted.

Public Administration Debates References:

#1. Should appointed officials and the bureaucracy (Gov't) have input on the substance and implementation of public policies/laws?

1. Author: Bob Cunningham
   Title: Pluralist Democracy: Balancing Publicist, Private, and Secrecy
2. Author: William E. Nelson
   Title: The Roots of American Bureaucracy

#2. Should the national government and the state governments have the ability to use a hiring process that is more like a private business?

1. Author: Richard W. Ryan
   Title: The Department of Homeland Security Challenges the Federal Civil Service System: Personnel lessons from a department's emergence
   Website: http://www.pamij.com/8-3/pam8-3-2-rayan.htm
2. Title: Can We Improve Public Service in the Federal Government?
   Website:
   www.napawash.org/pc_human_resources/transitions_present/nye.pdf
3. Title: Government Technology: Scrapping the Civil Service
   Website: http://www.govtech.net/magazine/story.print.php?id=72710
4. Title: Top Quality Management and Reinventing Government
   Website: http://home.t-online.de/home/kfmaas/q_tqm.html
5. Author: David Freeman Engstrom
   Title: Drawing Lines Between Chevron and Pennhurst: A Functional Analysis of the Spending Power, Federalism, and the Administrative State

#3. Should the federal government be required to have a balanced budget each year?

1. Title: States End Troubling Fiscal Year with Balancing Budgets
   Sources: States Legislatures; Oct/Nov2003, Vol. 29 Issue 9, p39, 1/4p
2. Author: Jeffrey H. Birnbaum
   Title: Did John Snow sell his deficit-hawk soul to the devil? Or did Bush's moneyman have a plan to get his way all along?
3. Author: Peter Beinart
   Title: Unbalanced.
4 Author: Sue Kirchhoff
   Title: GOP Finds Caps and cuts cramp Its Spending Style.
5. Author: Mark Wegner
   Title: Gephardt Again Faults Bush Tax Cut For Deficits' Return

#4. Should the federal government make national law on education, healthcare and housing under the equal rights amendment?

1. Author: Donald M. Linhorst
   Title: Federalism and Social Justice: Implication for Social Work.
2. Title: More Federalism Proposals.
   Source: Christian Science Monitor; 11/3/95, VOL. 87 ISSUE 238, p20
3. Author: Douglas w. Kmiec
   Title: The Court rediscovers federalism
4. Author: Reiner Eichenberger
   Title: The Benefits of federalism and the risk of overcentralization.
5. Author: Lawrence O. Gostin
   Title: The Supreme Court, Health Policy, and New Federalism.
6. Author: Howard L. Hurwitz
   Title: Clinton and congress heap more federal mandates on local schools.
7. Author: Michaell Nelson
   Title: A short Ironic History of American National Bureaucracy.

DEBATE SUMMARY SHEET
ISSUE:_____
DATE:_____

PRO POSITION SUMMARY AND YOUR FOCUSED DEFENSE OF THE PRO SIDE:

CON POSITION SUMMARY AND YOUR FOCUSED DEFENSE OF THE CON SIDE:

YOUR REAL POSITION ON THE ISSUE:

ARTICLE SUMMARY FORM

Copy and use this form for your written submission on the ** articles in the syllabus. Your written answers must be submitted in class when the article is discussed and your answers are reviewed. Each set of answers is worth 1 point or 1% of your grade. All ten articles equal ten total points of your grade. Late submissions will not be accepted!

Name: Date:
Article: Class: PLSC371

1. List six important issues in this article:

2. Describe legislation that was important in the article:

3. Summary of the article:

ISSUES IN PUBLIC ADMINISTRATION
PLSC 371 / 571
Addendum for Graduate Students
Issued October 6, 2005

Research Paper

Research and compare the following theories and topics on morality: Cultural Relativism,
The Virtues, Ethics and Natural Law, The Social Contract, Morality as based on
Sentiment, Utilitarianism, The Categorical Imperative, and the Idea of a Female Ethic.

(The book *The Right Thing to Do, Basic Readings in Moral Philosophy*, 3rd Edition, by
James Rachels will be an excellent resource for you.)

How are these ideas of morality expressed in the policies that Public Administrators
implement and give input to?   Do Public Administrators subscribe and practice a code of
ethics?

Your research paper will have the following components:

1. **Introduction:**   Introduces the reader to the issues and to the paper itself. (1 page)

2. **Review of the**   Give a solid background and detail of each theory or topic.
   Literature: You need to compare and contrast the different theories and apply
                        the theories to Public Administrators and their functions. (8 pages)

3. **Conclusion:**   Give your position on ethics in government and your ideas on
                        how to increase ethical behavior in the United States Government.
                        (1 page)

All work is to be typed and doubled spaced.

10/06/05

INDIANA UNIVERSITY OF PENNSYLVANIA

ISSUES IN PUBLIC ADMINISTRATION - ONLINE

Course: PLSC 371 /571   **Days: Online**
Section: 001   **Semester: ?**
CRN ?

Professor: Susan J. Martin **Office: 107 Keith Hall Annex**
Telephone#: 724-357-7901

Office Hours:
> **? and by appointment**
> **If you are on campus, please complete the sign-up sheet on my office door to schedule an appointment.**

Email: smartin@iup.edu

Goal of the course: To provide an intensive study of the role of federal agencies and their administrators in determining and developing public policies. Public administration in practice is emphasized by using case studies, problem based exercises, and arguments.

Public administration involves the "core activities" of government that are performed, for the most part, by highly trained experts and specialized organizations; its purpose is the development and implementation of public policy. This broad definition encompasses a large dynamic portion of government at all three levels the federal, state and local systems. The three government systems work with nonprofit and private enterprises.

Text:
> Pro-Packet #5, University Square One, 1176 Grant Street, Suite 1120, Indiana, PA 15701, 724-357-8402 which contains all of the reading material for the course ($63.90).
> The argument material is on-line. Please review the argument sheet in the syllabus.
> Watson, Robert, *Public Administration, Cases in Managerial Role-Playing,* Addison Wesley Longman, Inc., 2002. ISBN 0-321-08552-3

Course Objectives:
1. To develop an understanding of the administration of government departments and agencies.
   Activities: Readings, case studies, discussions, and problem based exercises.
2. To analyze the different types of government departments and agencies.
   Activities: Readings
3. To employ relevant philosophies about the administration of government and the implementation of public policies.
   Activities: Problem based exercises, discussions, and arguments

4. To understand the bureaucracy, the personnel system, and the budget process of government organizations.
   Activities: Readings, problem based exercises, case studies, discussions, and arguments
5. To determine the role of morality and ethics in government administration.
   Activities: Readings and case studies
6. To enhance the critical thinking skills necessary to administer the programs of government departments and agencies.
   Activities: Case studies, problem based exercises, discussions, and arguments
7. To determine what leadership skills are critical in the development of public policy structures in the United States.
   Activities: Professional paper, problem based exercises, discussions, and arguments.
8. To research and understand the integrated nature of government institutions, interest groups, public policy creation and implementation, and the influence they all have on the overall well being of American people.
   Activities: Readings, problem based exercises, cases, discussions, and arguments.

Requirements of the Course: This course has a total of 100 points which equals 100% of your grade. Each point is equal to 1% of your grade. Each student is required to read the material for each section.

1. There will be four **Quizzes on WebCT**. A Quiz will be given when a section of the syllabus is completed. A Quiz must be taken within the 48 hour timeframe.

2. You are required to complete a seven to ten page paper on a professional organization that works in government. Please submit your paper to the professor at the end of the semester through the **Assignment Tool.**

3. Your timely submission of your two written analysis to the problem based exercises will influence your grade. Your written response to the two problem based exercises should be submitted to the professor through the **Assignment Tool** by the due date.

4. Your timely submission of your four written responses to the Arguments and 5 written responses to the cases will influence your grade. Your written responses to the arguments and the cases should be submitted to the professor through the **Assignment Tool.**

5. Four of the Sections have a WebCT Discussion. Each student must participate in the threaded discussion. Your grade will be influenced by your participation. You will find the four discussions and the due date in WebCT Discussion. The due date is also noted on the syllabus.

Papers not submitted on time will lose one grade.

Grade: Submission of a well organized and thought-out written response to each Argument or Case Analysis by the designated due date is required. Each Argument response is worth 2% of your grade. Each Case response is worth 4% of your grade. The four WebCT Quizzes total 30% of your grade. Your lowest Quiz score will be dropped or you may not take one Quiz. There will be no make up Quiz because you have the option of dropping one Quiz. Each of the 3 Quizzes are worth 10% of your grade. The individual professional research paper is worth 12% of your grade. The two problem based exercises are each worth 5% of your grade. The four WebCT Discussions are worth 5% of your grade for each discussion.

Summary of Grade which total equals 100 points or 100%:
Four arguments – 2 points each = 8 points or 8 %
Five Case responses – 4 points each = 20 points or 20%
Two Problem Based Exercises – 5 points each = 10 points or 10%
One Professional Paper – 12 points or 12%
WebCT Quizzes = 30 points or 30 %
WebCT Discussion = 5 points each = 20 points or 20%

To Find:
Material for Arguments: See the document attached to this syllabus for electronic articles to be used for each argument. You may supplement the electronic articles with other material you may have or find.
Action: For each argument give a written answer on the form/template provided at the end of this syllabus.
Material for Problem Based Exercises: Click on **Access Assignments** to access individual assignments. Each individual assignment includes instructions on how to upload and submit an assignment.
Action: Submit a well thought out response on how you would resolve the exercise and include if you need more information and the types of research you would conduct before making your administrative decisions.
Material for Cases: See *Public Administration, Cases in Managerial Role-Playing* (Text)
Action: For each case you need to play the role of the administrator that is designated and give a written answer to all the questions that are given at the end of the Case.
Professional Research Paper: See the explanation in the syllabus.
Action: You need to look at all of the professions that work in government. Pick one and research the profession. Answer the questions given in the syllabus.

WebCT Discussion: Look for the Discussion Icon in WebCT or the words Discussion on the left hand side of the WebCT homepage screen. Four sections have a discussion and a specific due date for your input.

Quizzes are on WebCT and are multiple choice and true and false. There are 25 questions and you have 20 minutes to take the Quiz. Each Quiz will be open for 48

hours. If you have problems with WebCT, go to Library Instructional Design, 2nd floor of the main campus IUP library, to receive assistance. You may also reach assistance for WebCT by calling 724-357-7726.

Also, on WebCT is a mandatory practice Quiz on the subject matter of this syllabus. The practice Quiz is given to make sure you understand your obligations to the class and to make sure you know how to use WebCT.

Professional Paper assignment: You must choose and secure my approval for your profession by the second week of class. Late papers will be marked down one grade (an A paper will receive a B). Term paper format is expected to meet the standards described by Campbell, Turabian, or similar term paper manuals. Spelling, punctuation, and grammar will be considered in assigning the term paper grade. All papers must be typed and submitted through the WebCT Assignment tool.

Undergraduate Students – Grades will be evaluated according to the following scale:

93 - 100	A
83 - 92	B
73 - 82	C
63 - 72	D
Below 63	F

Academic Honesty: "Learning, to have true value, must be linked to a sense of honesty and integrity." A student that submits work that is plagiarized, copied, or that is not uniquely his or her own will fail the course.

N.B. Each Case Study is completed by your written answers to the Role-Play Assignment and Questions for Discussion which follow each case.

COURSE OUTLINE:

Section 1 The Bureaucracy and Public Administration	Introduction – Go over the syllabus, professional paper, and articles. Complete the Mandatory Syllabus Quiz before taking Quiz 1. Read pages 5 to 24 from *Public Administration Cases in Managerial Role-Playing* (Required Text for the course)
	Read *Article 1:* Civilization- Mysteries of Egypt Government Bureaucracy *Article 2:* Bureaucracy- Glossary of Political Economy Terms *Article 3:* Bureaucracy *Article 4:* What is Bureaucracy? *Article 5:* The Federal Bureaucracy- Figure 3-3 Public Policy Prentice Hall
	Read *Article 6:* Centralized or not, bureaucracies are unpopular
	Case Study-1 on Public Administration Case 3 Dealing With Bureaucracy and Intergovernmental Relations: The EPA and Hazardous Waste, page 34. (N.B. Follow the instructions above for a Case Study. Click on Access Assignments to access individual assignments. Each individual assignment includes instructions on how to upload and submit an assignment)
	Read *Article 7:* Chapter Seven- The Executive Branch: Bureaucracy in a Democracy **Notify the professor about the profession you want to research for your paper.**

	Argument- 1 Should appointed officials and the bureaucracy have input on the substance and implementation of public policy/laws? Please complete your written argument comments, after you read the related articles, on the form/template provided at the end of this syllabus.
	Read *Article 8:* Bureaucracy- Outline *Article 9:* PA Web Contact List for PA Departments and Agencies: www.state.pa.us *Article 10:* The Study of Administration *Article 11:* Partnering For the People: Alliances between Career Administrators and Political Appointees in Federal Agencies
	Read *Article 12:* Administrative Reform: Analytics Give your input to the WebCT Discussion for this Section through the WebCT Discussion. The Professor has posted the Discussion for this Section. All students must reply with at least a well thought out paragraph by the due date. Date and Time of response? Quiz 1 WebCT Dates and Times?
Section 2: **Human Resources in Government Departments** **Civil Service** **Labor Relations** **Unions**	Case Study-2 on Human Resources Case 5 Managing Conflict Among A Hospital Staff, page 50
	Read *Article 13:* The United States Civil Service Commission- Its History, Activities and Organization
	Read *Article 14:* Public Sector Employment in a Time of Transition
	Read *Article 15:* Labor Relations in the Public Sector- Chapter 5 Personnel Impacts on Collective Bargaining
	Argument-2 Should the National Government and the State Governments Stop Using State Civil Service List for Hiring and Use a Process that is more like Private Businesses? Please complete your written argument comments, after you read the related articles, on the form/template provided at the end of this syllabus.
	Read *Article 16:* Fad Mad *Article 17:* Whistleblower Anonymous

	Article 18: Nepotism and the Meat Ax
	Read *Article 19:* Who Needs Civil Service? www.scsc.state.pa.us/summary.htm www.scsc.state.pa.us/announcements www.scsc.state.pa.us/webservices/registration/login.asp Visit the Civil Service Commission on line. Review the list of state jobs and print out an application. Give your input to the WebCT Discussion for this Section through the WebCT Discussion. The Professor has posted the Discussion for this Section. All students must reply with at least a well thought out paragraph by the due date. Date and Time of response? Quiz 2 WebCT Dates & Times?
	Case Study-3 Case 8 Cherry County Blues: A Problem of Low Morale, page 63.
Section 3: Public Budgeting	Argument- 3 Should the Federal Government be required to have a Balanced Budget Each Year? Please complete your written argument comments, after you read the related articles, on the form/template provided at the end of this syllabus.
	Read *Article 20:* Public Budgeting Systems- Chapter 3
	Read *Article 20:* Public Budgeting Systems- Chapter 4
	Read *Article 20:* Public Budgeting Systems- Chapter 5
	Case Study-4 On Public Budgeting Case 9 The Politics of County Budgeting: Piecing Together the Budget Puzzle, page 73.
	Read *Article 21:* PA Three Budgets at one time
	Give your input to the WebCT Discussion for this Section through the WebCT Discussion. The Professor has posted the Discussion for this Section. All students must reply with at least a well thought out paragraph by the due date. Date and Time of response? Quiz 3 Dates and Times?
Section 4: Public's Right to Know	Read **Article 22:** The Public's Right to Know Complete the Problem Based Exercise-1 On Records Management.

	Read **Article 23:** The Commonwealth of PA Right to Know Law Request
Section 5: **Ethics** **Morality**	Read *Article 24:* Chapter I (Right Thing to Do) A Short Introduction to Moral Philosophy
	Read *Article 25:* Chapter 8 (Right Thing to Do) Utilitarianism Complete the Problem Based Exercise-2 on a Hospital Closing.
	Case Study -5 Ethics Case 14 Public Scrutiny and Accountability: An Ethical Dilemma in State Administration page 110.
	Read **Article 26:** Chapter 10 (Right Thing to Do) The Idea of a Female Ethic **Article 27:** Chapter 24 (Right Thing to Do) The Ethics of War and Peace
Section 6: **Technology**	Read *Article 28:* Chapter 18 Our Dying Data *Article 29:* Chapter 19 Techno trouble *Article 30:* Chapter 20 High-Tech, Low-Tech
	Argument- 4 Should the Federal Government Make National Laws on Education, Healthcare and Housing Under the Equal Rights Amendment? Please complete your written argument comments, after you read the related articles, on the form/template provided at the end of this syllabus.
	Give your input to the WebCT Discussion for this Section through the WebCT Discussion. The Professor has posted the Discussion for this Section. All students must reply with at least a well thought out paragraph by the due date. Date and Time of response? Quiz 4 Dates and Times?
	Submit your Professional paper through the Assignment tool in WebCT.

Use ephost@epnet.com to find the articles, unless otherwise noted. You may used other material from other sites or books or articles.

Public Administration Arguments References:

#1. Should appointed officials and the bureaucracy (government) have input on the substance and implementation of public policies/laws?

1. Author: Bob Cunningham
    Title: Pluralist Democracy: Balancing Publicist, Private, and Secrecy
2. Author: William E. Nelson
    Title: The Roots of American Bureaucracy

#2. Should the national government and the state governments have the ability to use a hiring process that is more like a private business?

1. Author: Richard W. Ryan
    Title: The Department of Homeland Security Challenges the Federal Civil Service System: Personnel lessons from a department's emergence
    Website: http://www.pamij.com/8-3/pam8-3-2-rayan.htm
2. Title: Can We Improve Public Service in the Federal Government?
    Website:
    www.napawash.org/pc_human_resources/transitions_present/nye.pdf
3. Title: Government Technology: Scrapping the Civil Service
    Website: http://www.govtech.net/magazine/story.print.php?id=72710
4. Title: Top Quality Management and Reinventing Government
    Website: http://home.t-online.de/home/kfmaas/q_tqm.html
5. Author: David Freeman Engstrom
    Title: Drawing Lines Between Chevron and Pennhurst: A Functional Analysis of the Spending Power, Federalism, and the Administrative State

#3. Should the federal government be required to have a balanced budget each year?

1. Title: States End Troubling Fiscal Year with Balancing Budgets
    Sources: States Legislatures; Oct/Nov2003, Vol. 29 Issue 9, p39, 1/4p
2. Author: Jeffrey H. Birnbaum
    Title: Did John Snow sell his deficit-hawk soul to the devil? Or did Bush's moneyman have a plan to get his way all along?
3. Author: Peter Beinart
    Title: Unbalanced.
4   Author: Sue Kirchhoff
    Title: GOP Finds Caps and cuts cramp Its Spending Style.
5. Author: Mark Wegner

Title: Gephardt Again Faults Bush Tax Cut For Deficits' Return

#4. Should the federal government make national law on education, healthcare and housing under the equal rights amendment?

1. Author: Donald M. Linhorst
   Title: Federalism and Social Justice: Implication for Social Work.
2. Title: More Federalism Proposals.
   Source: Christian Science Monitor; 11/3/95, VOL. 87 ISSUE 238, p20
3. Author: Douglas w. Kmiec
   Title: The Court rediscovers federalism
4. Author: Reiner Eichenberger
   Title: The Benefits of federalism and the risk of overcentralization.
5. Author: Lawrence O. Gostin
   Title: The Supreme Court, Health Policy, and New Federalism.
6. Author: Howard L. Hurwitz
   Title: Clinton and congress heap more federal mandates on local schools.
7. Author: Michaell Nelson
   Title: A short Ironic History of American National Bureaucracy.

ARGUMENT SUMMARY SHEET
NAME:_____
ISSUE:_____
DATE:_____

PRO POSITION SUMMARY AND YOUR FOCUSED DEFENSE OF THE PRO SIDE:

CON POSITION SUMMARY AND YOUR FOCUSED DEFENSE OF THE CON SIDE:

YOUR REAL POSITION ON THE ISSUE:

ISSUES IN PUBLIC ADMINISTRATION
PLSC 371 / 571
Addendum for Graduate Students
Issued October 6, 2005

Research Paper

Research and compare the following theories and topics on morality: Cultural Relativism, The Virtues, Ethics and Natural Law, The Social Contract, Morality as based on Sentiment, Utilitarianism, The Categorical Imperative, and the Idea of a Female Ethic.

(The book *The Right Thing to Do, Basic Readings in Moral Philosophy,* 3rd Edition, by James Rachels will be an excellent resource for you.)

How are these ideas of morality expressed in the policies that Public Administrators implement and give input to?   Do Public Administrators subscribe and practice a code of ethics?

Your research paper will have the following components:

1. **Introduction:**   Introduces the reader to the issues and to the paper itself. (1 page)

2. **Review of the**   Give a solid background and detail of each theory or topic.
   Literature: You need to compare and contrast the different theories and apply the theories to Public Administrators and their functions. (8 pages)

3. **Conclusion:**   Give your position on ethics in government and your ideas on how to increase ethical behavior in the United States Government. (1 page)

All work is to be typed and doubled spaced.

Issued 11/01/04
Problem Based Exercise #1
Role you are playing is the Business Manager:
As the Business Manager, you are the reviewing officer for the supervisor of the Records Management Unit, who controls a central alphabetical file system for all the records for the Southeast Region of the Department of Environmental Protection. The Commonwealth of Pennsylvania has legislation that dictates the policies for clients to review files of the State.
http://www.legis.state.pa.us/search/billsearch.idq

You are the person responsible for overseeing the Management of records in your organization. You supervise the supervisor of the Records Management Unit. The unit has 7 visitors a day to review records. You have 5 workers in the unit but you have enough work for 8 workers. Files have to be located, pulled for the clients, loose documents added, and return to the shelf for each request. In order to give all clients service in a timely manner you wrote a procedure to restrict the number of files a person may review in a day and the number of copies that a client may receive in one visit.

One day, a client came in with a cell phone and another client complained to you that it was a distraction to him to hear the other person talking. Also a woman brought an infant with her to complete a file review. The child started to cry while the woman is reviewing the file. Another client wanted 300 documents copied when the procedure states that 200 is the maximum request per client a day.

How would you handle these situations? What would you do to be proactive for resolving these issues in the future?

Problem Based Exercise #2 for Public Administration:

The Commonwealth of Pennsylvania during the 1980's made a decision to get out of the Mental Health Business. Patient advocate lawyers were bringing law suits against the state for not giving adequate remedial care for the clients. The lawyers were suing because they felt that the clients were only receiving custodial care. It was not uncommon for lawsuits to be in the 2 million dollar range. Also, another reason for the State to get out of the mental health business was the development of new drugs that would allow the clients to live in a normal community setting.

As an administrator in a mental health facility, your first responsibility is to protect the privacy of the client.

On the day before a holiday, you are contacted by a person representing the highest official of your department which is the Secretary. You are told that the Secretary wants you to allow reporters from a local television station to enter the mental hospital. You are to show the reporters specific wards. Your first concern which you share with the requestor is that the confidentiality of your clients will be violated. You are told that this will not be a violation of client confidentiality because no pictures will be taken. You also express concerns that the staff to patient ratio may be less than usual because of the holiday.
You are told that the Secretary wants this to happen on that day. What will you do? How will you handle the request?

Assignment: Chapter 1 - In Depth Question

Assignment Information

Maximum grade: 1

Due date: April 27, 2005

Instructions: In Depth Chapter Questions - Chapter 1

Answer question number 3 of the In Depth questions on page 33 in your Congress text.

Uploading and submission instructions:

1. When naming your completed assignment include your name and the corresponding assignment title. EXAMPLE: JaneDoe-InDepthChapter1Assignment.doc
2. Click on the Upload File button located below.
3. Click on the Browse button.
4. Locate your completed assignment file.
5. Click on your completed assignment file.
6. Click the Open button.
7. Click the Upload button.
8. Scroll down to the bottom and click the Submit Assignment button.

Assignment files: None

Assignment: Case Study-1

Assignment Information

Maximum grade: 4

Due date: December 8, 2004

Instructions: Case Study #1 On Public Administration

Case 3 Dealing With Bureaucracy and Intergovernmental Relations: The EPA and Hazardous Waste, page 34.
Each Case Study is completed by your written answers to the Role-Play Assignment and Questions for Discussion which follow each case.

Uploading and submission instructions:

1. When naming your completed assignment include your name and the corresponding assignment title. EXAMPLE: JaneDoe-CaseStudy1.doc
2. Click on the Upload File button located below.
3. Click on the Browse button.
4. Locate your completed assignment file.
5. Click on your completed assignment file.
6. Click the Open button.
7. Click the Upload button.
8. Scroll down to the bottom and click the Submit Assignment button.

Assignment files: None

between presidential and parliamentary systems and between offices of President and governor.

PLSC 351 Legislative Process 3c-0l-3cr
A functional study of legislative bodies and process of legislation. covering organization of legislative assemblies. operation of committee system. procedures. bill drafting. aides. and controls over legislation.

PLSC 353 American Political Parties 3c-0l-3cr
The role of people. parties. and pressure groups in politics of American democracy: attention to sectional and historical roots of national politics. voting behavior. pressure group analysis. and campaign activities.

PLSC 354 Metropolitan Problems 3c-0l-3cr
Analyzes multiplicity of problems facing our metropolitan areas. Contemporary developments such as urban renewal. shrinking tax base. federal aid to cities. subsidized mass transit. municipal authorities. and political consolidation are examined.

PLSC 355 Intergovernmental Relations 3c-0l-3cr
Explores characteristics of federal systems of government. with emphasis on theories. origins. institutions. problems in intergovernmental relations in the United States. federal systems in other nations. and trends.

PLSC 356 Mass Media in American Politics 3c-0l-3cr
Variant theories of the symbolic relationship between American politics and the press are examined in the light of the American colonial-national experience. The special constitutional rights given to the media are explored. with particular attention to radio-TV.

PLSC 358 Judicial Process 3c-0l-3cr
Prerequisite: PLSC 111
Explores nature and limits of judicial power. courts as policymaking bodies. selection of judges. decision process, external forces impinging on the courts. and role of Supreme Court in its relationship with Congress. the Presidency. and federalism.

PLSC 359 Constitutional Law and Civil Liberties 3c-0l-3cr
Prerequisite: PLSC 111
A study of civil liberties and civil rights issues through leading Supreme Court decisions: topics treated include First Amendment rights, procedural due process and the Bill of Rights. and Equal Protection problems in civil rights.

PLSC 360 Classical Political Thought 3c-0l-3cr
Restriction: Not for credit after PHIL 323
The origins and development of Western thought from Plato and Aristotle through Cicero and Saint Aquinas. Focuses especially on political participation as a way of life. the unity of political and moral conceptions in premodern political thought. and the relationship between order and justice.

PLSC 361 Modern Political Thought 3c-0l-3cr
Covers the major representatives of modern political thought since the Renaissance. Follows the development of the specifically modern notion of the state and political action through the works of Machiavelli, Hobbes, Locke. Rousseau, Marx, and Lenin. Emphasizes the "instrumentalist" state and the idea of a political science.

PLSC 362 American Political Thought 3c-0l-3cr
Covers a variety of American political ideas from the Puritans through recent radical and conservative critiques of American liberal democracy. Focus on the continuing development of the idea of individual rights, the political theory of the Constitution. and the tension between classical liberalism and popular rule.

PLSC 370 Introduction to Public Administration 3c-0l-3cr
Theories of organization and structural organization, personnel processes, executive functions. financial administration. the politics of administration. public relations. and problems of democratic control of bureaucracy.

PLSC 371 Issues in Public Administration 3c-0l-3cr
An intensive study of the role of federal agencies and their administrators in determining and developing public policy. Public administration in practice is emphasized by utilizing case studies.

PLSC 377 Political Behavior 3c-0l-3cr
Prerequisites: PLSC 111, PSYC 101
An interdisciplinary course which investigates the psychological bases of political behavior. Cross-listed as PSYC 377.

PLSC 380 Soviet Politics 3c-0l-3cr
Essential features of Communist party and government of the former U.S.S.R.. including geographical and historical background and ideological and theoretical foundations. PLSC 280 should be taken prior to this course. (Content is in revision to reflect changing structure)

PLSC 382-387 Political Systems 3c-0l-3cr
Suggested Prerequisites: PLSC 280 and/or 285
An intensive. comparative study of the government and politics of a selected region. PLSC 382 Africa: PLSC 383 Asia: PLSC 384 Middle East: PLSC 385 Central and Eastern Europe: PLSC 387 Latin America

PLSC 388 Political-Military Strategy 3c-0l-3cr
Prerequisites: PLSC 281 or 283 or MS101-102
Deals with national security problems including decision making and budgeting. levels of strategy, the utility of force. and the impact of the military on American society.

PLSC 389 Developing Nations 3c-0l-3cr
Suggested Prerequisites: PLSC 280 and/or 285
Political characteristics of emerging nations: impact of economic and social change upon political structure: evolving patterns of political development: and techniques of nation-building.

PLSC 480 Political Science Seminar 3c-0l-3cr
Readings and written assignments on a specific topic determined by the instructor in charge.

PLSC 481 Special Topics var-1-3cr
Prerequisite: As appropriate to course content
Special topics courses are offered on an experimental or temporary basis to explore topics not included in the established curriculum. A given topic may be offered under any special topic identity no more than three times. Special topics numbered 481 are primarily for upper-level undergraduate students.

PLSC 482 Independent Study var-3cr
Prerequisite: Prior approval through advisor, faculty member. department chairperson. dean, and Provost's Office
Students with interest in independent study of a topic not offered in the curriculum may propose a plan of study in conjunction with a faculty member. Approval is based on academic appropriateness and availability of resources.

PLSC 493 Political Science Internship var-2-12cr
Prerequisites: 9cr in Political Science with 2.0 GPA: PLSC 111: approval of internship director and chairperson
Practical experience in government and politics. "Log" and research project required. Course grade determined by the instructor. Maximum of 6cr applied to minimum in major: maximum of 3cr applied to minimum in minor.

PNAF: Pan-African Studies
College of Humanities and Social Sciences

PNAF 131 Introduction to Pan-African Studies 3c-0l-3cr
A multidisciplinary introduction to Africa and the African diaspora. Explores the effects of Africa's history, in particular colonialism and independence. on present-day Africa: examines the relationship between Africa and the African diaspora with special attention to African arts. social systems. and political and economic development: looks at Africa's contribution to contemporary culture in the Americas.
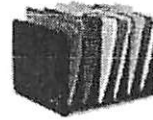
Welcome to Issues in Public Administrat
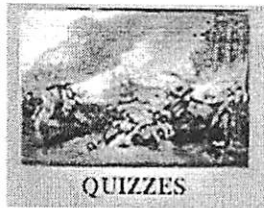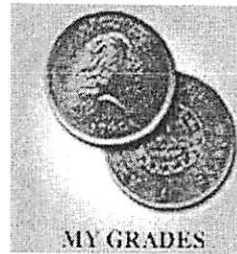

SYLLABUS

Problem Based Exercises

Assignments

SUPPORTING DOCUMENTS

QUIZZES

MY GRADES

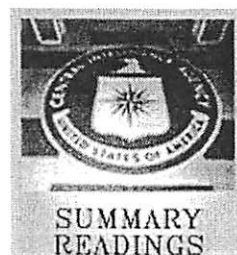
GROUP WORK INSTRUCTIONS

DISCUSSIONS

INTERNET RESOURCES

GOVERNMENT LINKS

READING

(Hidden)

SUMMARY READINGS

GROUP WORK

(Hidden)

Compile
(Hidden)

Required Viewers and Reader

Issued 11/01/04
Problem Based Exercise #1
Role you are playing is the Business Manager:
As the Business Manager, you are the reviewing officer for the supervisor of the Records Management Unit, who controls a central alphabetical file system for all the records for the Southeast Region of the Department of Environmental Protection. The Commonwealth of Pennsylvania has legislation that dictates the policies for clients to review files of the State.
http://www.legis.state.pa.us/search/billsearch.idq

You are the person responsible for overseeing the Management of records in your organization. You supervise the supervisor of the Records Management Unit. The unit has 7 visitors a day to review records. You have 5 workers in the unit but you have enough work for 8 workers. Files have to be located, pulled for the clients, loose documents added, and return to the shelf for each request. In order to give all clients service in a timely manner you wrote a procedure to restrict the number of files a person may review in a day and the number of copies that a client may receive in one visit.

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How would you handle these situations? What would you do to be proactive for resolving these issues in the future?

Problem Based Exercise #2 for Public Administration:

The Commonwealth of Pennsylvania during the 1980's made a decision to get out of the Mental Health Business. Patient advocate lawyers were bringing law suits against the state for not giving adequate remedial care for the clients. The lawyers were suing because they felt that the clients were only receiving custodial care. It was not uncommon for lawsuits to be in the 2 million dollar range. Also, another reason for the State to get out of the mental health business was the development of new drugs that would allow the clients to live in a normal community setting.

As an administrator in a mental health facility, your first responsibility is to protect the privacy of the client.

On the day before a holiday, you are contacted by a person representing the highest official of your department which is the Secretary. You are told that the Secretary wants you to allow reporters from a local television station to enter the mental hospital. You are to show the reporters specific wards. Your first concern which you share with the requestor is that the confidentiality of your clients will be violated. You are told that this will not be a violation of client confidentiality because no pictures will be taken. You also express concerns that the staff to patient ratio may be less than usual because of the holiday.
You are told that the Secretary wants this to happen on that day. What will you do? How will you handle the request?

Instructions:

Assignments and due dates are noted on the syllabus by number. Click on View List of Assignments to view the entire list of assignments for the semester. Click on Access Assignments to access individual assignments. Each individual assignment includes instructions on how to upload and submit an assignment.

View Lists of Assignments

Upload-Submissions Instructions

(Hidden)

Access Assignments

Assignments

Click on Access Assignments to access individual assignments. Each individual assignment includes instructions on how to complete, upload, and submit an assignment. **Please note that the Syllabus inclu articles that must be read, quiz dates, and other tasks. This list is only a summary of the Assignme that will be submitted through the Assignment tool.**

Section 1

Case Study-1 On Public Administration
Case 3 Dealing With Bureaucracy and Intergovernmental Relations: The EPA and Hazardous Waste, pa; Each Case Study is completed by your written answers to the Role-Play Assignment and Questions for Discussion which follow each case.

Argument-1

Should appointed officials and the bureaucracy have input on the substance and implementation of public policy/laws? Please complete your written Argument comments after you read the related articles that are noted on the Public Administration Argument References that are part of your syllabus.

Section 2

Case Study-2 On Human Resources
Case 5 Managing Conflict Among A Hospital Staff, page 50.

Argument-2

Should the National Government and the State Governments Stop Using State Civil Service List for Hiri Use a Process that is more like Private Businesses? Please complete your written Argument comments af you read the related articles that are noted on the Public Administration Argument References that are pa your syllabus.

Case Study-3 On Human Resources
Case 8 Cherry County Blues: A Problem of Low Morale, page 63.

Section 3

Argument-3

Should the Federal Government be required to have a Balanced Budget Each Year? Please complete your written Argument comments after you read the related articles that are noted on the Public Administratio Argument References that are part of your syllabus.

Case Study-4 Public Budgeting
Case 9 The Politics of County Budgeting: Piecing Together the Budget Puzzle, page 73.

Section 4

Problem Based Exercise-1 on Records Management

Section 5
Problem Based Exercise-2 on a Hospital Closing

Case Study-5 On Ethics and Morality
Case 14 Public Scrutiny and Accountability: An Ethical Dilemma in State Administration page 110.

Section 6
Argument-4
Should the Federal Government Make National Laws on Education, Healthcare and Housing Under the E
Rights Amendment? Please complete your written Argument comments after you read the related articles
are noted on the Public Administration Argument References that are part of your syllabus.

Professional Paper

Assignments

📎 0 Available ┊ 🕐 0 Late ┊ 🏷 0 Due soon

Display: |All assignments ▾| |Go|

October 4, 2005 3:13pm

Case Study-1
Availability: December 8, 2004 4:00pm - December 8, 2004 4:00pm

Grade: -- / 4

Status: Unavailable

Argument -1
Availability: December 8, 2004 4:00pm - December 8, 2004 4:00pm

Grade: -- / 2

Status: Unavailable

Case Study-2
Availability: December 9, 2004 9:00am - December 9, 2004 9:00am

Grade: -- / 4

Status: Unavailable

Argument -2
Availability: December 9, 2004 10:00am - December 9, 2004 10:00am

Grade: -- / 2

Status: Unavailable

Case Study-3
Availability: December 9, 2004 10:00am - December 9, 2004 10:00am

Grade: -- / 4

Status: Unavailable

Argument -3
Availability: December 9, 2004 10:00am - December 9, 2004 10:00am

Grade: -- / 2

Status: Unavailable

Case Study-4
Availability: December 9, 2004 10:00am - December 9, 2004 10:00am

Grade: -- / 4

Status: Unavailable

Problem Based Exercise-1
Availability: December 9, 2004 10:00am - December 9, 2004 10:00am

Grade: -- / 5

Status: Unavailable

Problem Based Exercise-2
Availability: December 9, 2004 11:00am - December 9, 2004 11:00am

Grade: -- / 5

Status: Unavailable

Case Study-5
Availability: December 9, 2004 11:00am - December 9, 2004 11:00am

Grade: -- / 4

Status: Unavailable

Argument -4

Availability: December 9, 2004 11:00am - December 9, 2004 11:00am
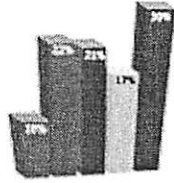
Grade: -- / 2

Status: Unavailable

Professional Paper

Availability: December 9, 2004 11:00am - December 9, 2004 11:00am

Grade: -- / 12

Status: Unavailable

Description of Public Administration Task
Force Project Assignment
(Hidden)

Instructions for Preparing The "Professions in
Government" Oral and Written Reports

Analyzing Case Studies

Click Here for Quiz Directions

Honor Statement

- I the student taking these quizzes am properly registered for this course and am the student whose name appears at the top of this quiz.
- I also acknowledge that during the time I am taking a quiz I have no outside help from any other person in developing my answers to the questions.
- I understand that these on-line quizzes are closed book and I will not refer to my textbook, or any other reference, while taking a quiz.
- I will not print all or part of any quiz.
- I also agree that during the taking of this quiz and after I have completed and submitted my quiz I will not share information about the quiz, including the questions with anyone else.
- I further agree that if I violate any aspects of this code either in form or spirit that I am subject to a failing grade on this quiz and a failing grade in the course. In addition the instructor may file charges against me with the judicial board.

🖉 0 Available   ⏳ 0 Due soon

Display: [All quizzes and surveys ▾] [Go]   October 4, 2005 3:1

Mandatory Syllabus Quiz

Availability: January 10, 2005 6:00pm - January 19, 2005 6:00pm

Duration: 20 minutes   Grade: --- / 10

Attempts: 0 completed, 1 remaining [View scores]

Quiz 1

Availability: January 26, 2005 6:00pm - January 28, 2005 6:00pm

Duration: 20 minutes   Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores]

Quiz 2

Availability: February 23, 2005 6:00pm - February 25, 2005 6:00pm

Duration: 20 minutes   Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores]

Quiz 3

Availability: March 28, 2005 6:00pm - March 30, 2005 6:00pm

Duration: 20 minutes   Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores]

Quiz 4

Availability: April 18, 2005 6:00pm - April 20, 2005 6:00pm

Duration: 20 minutes   Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores]

Chapter 1 Summary of Key Points

Public bureaucracy plays a central role in governing the modern United States, and it therefore has been described throughout this chapter as "this core system of U.S. government." It decisively determines important policy questions in U.S. life today and is the chief institution for implementing those policy choices. However, bureaucracy, even though it is pervasive and critical to running our society, often cannot be seen, recognized or easily comprehended. Partly for these reasons many myths surround its purposes, structure, and activities. Several of these myths have been examined and exploded in this opening chapter, such as the myths emerges bureaucracy' general modern characteristics as well as a systems model for comprehending its elements and its totality. The following chapters will discuss these major elements of the bureaucratic system and how public bureaucracy operates today as the central system of U.S. governance.

Chapter 2 Summary of Key Points

This chapter outlined, in brief, the historical development of U.S. bureaucracy. A variety of societal demands over the past two hundred years contributed significantly to the growth of diverse types of bureaucratic institution. As its creation in 1789 the United States required the formation of the first core functions to conduct diplomacy, wage war, mint currency, and so on. Western expansion brought about new bureaus and agencies, like the Interior Department, to cope with the country's internal economic/social development. Clientele agencies, such as the Agriculture, Commerce, and Labor departments, arose in the late nineteenth century as responses to specialized needs and pressures of important occupational interest groups. At roughly the same time, regulatory agencies and government corporations were created to protect the public interests in new policy areas and were organized with new types of administrative authority. The greatest increases in the size and scope of U.S. bureaucracy occurred as a result of the Great Depression of the 1930s, the defense requirements of the 1940s and 1950s, and the Great Society in the 1960s. Local bureaucracies mirrored the federal model in forms and functions and specialized in providing social services at the grass roots. Because of the surge in federal block grants, categorical aid, and revenue-sharing programs, public bureaucracy in states and localities grew rapidly in the 1960s and 1970s. Gradualism, experimental design, majoritarian surges, and complexity, coupled with the inertia of bureaucratic institutions, sustain the size and scope of U.S. bureaucracy. United States bureaucracy comes in a variety of forms—executive departments, agencies, bureaus, regulatory commissions, government corporations, boards, and man others, Despite the popular view, there is no *one* typical public bureaucracy or bureaucrat in the United States today.

Chapter 3 Summary of Key Points

Every government bureaucracy is surrounded by several external forces that influence its survival, growth, and decline. In this chapter the general environment of bureaucracy as well as three other levels of external pressures were outlined. Socioeconomic activity, technological size, shifts in demographic groups, levels of economic activity, technological innovations, and the like. External political actors make up another level. Examples are public opinion, clientele groups, media coverage, and power elites. Yet another level consists of institutional actors within government, such as chief executives and their staffs, legislators and their staffs, courts and other offices, agencies, bureaus, and departments. These external factors come into play and prominence depending on the issue and situation at hand. Some

do not get involved at all. The degree of involvement and levels of intensity of inputs for any administrative organization depend on the circumstances and the situation. Several may push and pull in opposite directions simultaneously. They may work to promote and perpetuate the organization—or to decimate it.

Generally speaking, through highly complex, the patterns of inputs influencing public bureaucracies can be depicted as a four-fold typology, as illustrated by figure 3.14, characterized by: Who gains? Who feels the pain? As a result, four varieties of environmental situations can be conceived: "client," "entrepreneurial," "interest group," and "majoritarian."

Chapter 4 Summary of Key Points

If public bureaucracy is the core system of U.S. government today, certainly the core of that core is composed of critical groups within bureaucracy. Bureaucracy's inner dynamics, or, in other words of Aristotle, its "real constitution," are made up of five subsystems, each in its own way determining what happens to bureaucratic activities in government. These subsystems decide what public agencies can and cannot do, and how and when they will perform tasks. The "balance" or "imbalance" of these groups within every agency is fundamental to its character, policies, and performance. The three basic patterns of distribution of these internal subsystems' power and authority within public bureaucracies are depicted by figure 4.15.

In an agency dominated by political appointees, as in the case of the local county commission, short-term goals, interest in board political issues, responsiveness to the general electorate or to special pressure groups, and attention to the immediate requirements of the elected chief official become paramount. An agency dominated by professional careerists, on the other hand, tends to be more removed from the public, views the world in much longer time frames, and is motivated by professional norms, goals, and criteria for action. Status, credentials, ran-in-person, narrow expertise career ladders, and control over careers by professional elites—all are deemed critical within such a public bureaucracy. Thus these agencies ten to become more remote, more isolated, even unresponsive and conservative vis-à-vis immediate public pressures, which inspires both *criticism* and *respect* for the professions and is the roots of their popular support as well as of hostility toward them. It is the basis of both their constitutional legitimacy and their institutional difficulties within government.

The civil service subsystem operates without distinct career ladders or professional elite controls. Rank is gained form the job. Less status and credentialism is evident. Hence, this subsystem is much more laissez-faire. It is a more "open" subsystem that comprises a broad range of specialists and generalists. Like professional careerists, these tend to share the attributes of longer time perspectives and to be conservative and gradualist in dealing with issues. But, unlike professional careerists, they also tend to look less to their immediate peers or to the values and knowledge of higher educational institutions for direction for direction and more to individualized networks of like-minded friends p and down the bureaucracy for support and alliances.

The union subsystem, by contrast, is made up of blue collar workers and increasing percentages of white collar employees, such as teachers, who look to their particular unions to represent their interests in periodic contract negotiations with government representatives. The subsystem's impacts upon bureaucratic operations range from wholesale takeovers to limited or no involvement with bureaucratic policy outputs. But, on the whole, the union subsystem has added new dimensions of complexification, bipartisanship, and formalistic worker-management relationships inside government organizations. Seniority, not merit, governs appointments and promotions.

Finally, the contractual subsystem is rapidly blurring distinctions between public and private organizations by introducing a crazy quilt of private workers within public agencies and public bureaucratic involvement deep within private sector, profit-oriented and nonprofit firms. Where its processes dominate an agency, as in DoD weapons acquisitions, an agency may well become entirely a "captive" of its business suppliers.

More bureaucracies in the public sector are, however, dominated not by any one system but by several; indeed, all these subsystems normally are found within their structures. Hence, policy outcomes frequently result from their jockeying for position, influence, and power over public bureaucratic actions. Conflicts between various subsystems are common. Sometimes the competition for power and control over the policy-making apparatus can become quite severe and intense, as in conflicts between professionals and political appointees, or among professional elites, or between union and management representatives. This can result *either* health competition *or* a stalemate. More often than not it also is well hidden from public view and surfaces in the press only rarely. Finally, in some agencies *no* subsystem dominates but rather several roughly equal subsystems share power and authority through often temporary, unstable, and shifting arrangements. In many cases, this situation can, in turn, create weak, fragmented, and unstable agencies that can accomplish little or nothing. How government agencies accomplish their tasks and responsibilities will be the subject of the next chapter.

Chapter 5 Summary of Key Points

Every public bureaucracy in the Unites States is created and sustained to perform some task or tasks. What these missions and duties are may be clearly evident or very hard to define. Generally, though, "the products" of every public agency depend upon the composition and activities of it internal subsystems (discussed in chapter 4): political appointees forge the broad political missions; bottom-level appointees along with top-level career professionals and civil servants translate these missions into operational programs; mid-level civil servants and professional careerists perform system maintenance; and the lower cadres of civil servants, union workers, and contractual employees are largely involved with implementing specific agency tasks. All groups communicate with the outside environment and thus share equally in producing the evaluation outputs that shape and reshape agency missions and goals. The processes by which these governmental outputs are performed vary significantly from private enterprise practices, and therefore traditional generic models for understanding public agency outputs are inappropriate.

Rather, the bulk of this chapter presents a conceptual approach for understanding the dynamics of how outputs from public agencies are performed. A figure 5.13 indicates, the achievement of public organization outputs involves five components: first, the specific tasks of the agency; second, its gamesmanship capacitates; third, its *internal resources*—the agency's legal, structural, process, and personal resources; and fourth, the *external conditions* within which agency operations take place. These *external conditions* were identified as essentially six varieties of windows for bureaucratic action, ranging from wide-open, long-term windows to tightly shut windows of opportunity. Finally, feedback mechanisms are equally diverse as well as important to public agencies to aid in their response to changing environmental needs and conditions. However, the type of feedback mechanism used by any given agency depends largely on the external and environmental conditions within which it operates. Communications are critical to effective "feedback process" in any public agency.

Chapter 6 Summary of Key Points

U.S. public bureaucracy during the 1990s has been influenced in three important ways: first, the turbulent external environment in which government agencies operate has undergone rapid changes that have placed a new and important demands upon public agencies at all levels of government. The twelve socioeconomic-political forces outlined at the beginning of this chapter work in many ways to "complexify," reshape, and enlarge the tasks and responsibilities of bureaucracy while at the same time working to make basic socioeconomic-political support for those tasks and responsibilities harder to achieve. The paradox is that today U.S. sociopolitical *and* economic responsibilities of a global nature require more diverse and complex actions from government agencies, but popular opinion on the home front offers, at the same time, significantly diminished political support for those public agencies.

As a result of these external forces, the internal dynamics of the bureaucratic system are rapidly changing to adapt to these severe pressures to do more with less. Some pressures serve to strengthen elements of the bureaucratic system by enhancing organizational cohesion, institutional effectiveness, administrative action, and authority. Some trends today do precisely the reverse. The picture is mixed.

Also decisively influencing U.S. public bureaucracies right now are several new perspectives, some largely hostile to the established activities and operations of government agencies and proposing a wide array of solutions and alternatives to their programs, designs, and organizational models. These normative ideas range from neoconservative thinking on the right to "reinventing" and refounding points of view on the left. Often they obscure or distort the reality of bureaucratic roles and operations in modern U.S. society. All have, however, flowered today and have been pressed upon public agencies through different sources and channels. These vigorously urge bureaucratic reform in profound and provocative ways, which has stimulated critical changes and important redirections within the bureaucratic system—both its particular parts and as a whole. "The Era of Dissensus" may indeed be the term that most aptly sums up these trends and ideas of the 1990s.

Chapter 7 Summary of Key Points

The U.S. Constitution of 1787 was largely silent on the subject of bureaucracy. Now, more than two hundred years later, the United States operates with a large, complex public bureaucracy as its core system of governance. How to knit together our democratic ideals embodied in the written document and operational reality involving bureaucratic practices has been a recurring dilemma throughout U.S. history. No perfect "fit" between the two has yet been discovered. Their issue involves a fundamental question of values: what is the place of bureaucracy in our modern democracy? Three value-approaches were outlined in this chapter—Jeffersonian, Hamiltonian, and Madisonian normative models—that have, in very different ways, served to answer this question. Throughout much of the nineteenth century, Jeffersonian, emphasizing public accountability, dominated American bureaucratic-political relations. It fitted hand in glove with the largely rural, self-sufficient, isolationistic nation. The nation-building, expansionist forces of the late nineteenth century and early twentieth centuries led to a strong assertion of Hamiltonian values reshaping fundamental democratic-bureaucratic relationships. The mid-century United States, with the creation of a mature welfare state and global international responsibilities, found Madiosnian values, embodied in the interest group of liberalism, formulating the design of democratic- bureaucratic relations. In the 1990s all three values find prominence and support. The chief theme of this chapter is that the selection of *any one* value over the other two involves certain costs and benefits. A frank recognition of the trade-offs involving adoption of any one value over the other two is essential. A systems perspective can be an invaluable tool for improving our knowledge about

these potential trade-offs.

Internet Sites that will assist you with your research.

www.state.pa.us	Pennsylvania State Government home page
www.house.gov	U. S. House of Representatives
www.senate.gov	U. S. Senate
www.dnet.org	Candidate's background
www.fec.gov	Campaign Financing
www.opensecrets.org	Documents on Campaign Financing
www.c-span.org	C-Span
www.cq.com/home/home.jsp	Congressional Quarterly
www.rollcall.com	U. S. Congress Roll Call
www.hillnews.com	U. S. Hill
www.epa.gov	U. S. Environmental Protection Agency
www.energy.gov	U.S. Department of Energy
www.doi.gov	U. S. Department of Interior
www.gao.gov	U. S. General Accounting Office
www.usda.gov.	U. S. Department of Agriculture
www.nrc.gov	U. S. Nuclear Regulatory Commission
www.rff.org	Resources for the future
www.environmentaldefense.org	Environmental Defense
www.nrdc.org	Natural Resource Defense Council
www.nam.org	National Association of Manufacturers
www.sierraclub.org	Sierra Club
www.ucsusa.org	Union of Concerned Citizens
www.heritage.org	Heritage Foundation
www.cato.org	Cato Institute
www.cei.org	Competitive Enterprise Institute
www.cnie.org	National Council for Science and the Environment
http://apsapolicysection.org/index.html	American Political Science Association
www.firstgov.gov/Citizen/Citizen_Gateway.shtml.	Citizens gateway
www.ipsonet.org/page.cgi	Policy Studies home page.
www.napawash.org	National Academy of Public Administration
www.polisci.com/web/web.htm.	Portal to government organizations.
www.apsanet.org	American Political Science Association with public policy.
www.firstgov.gov.	Federal Government Sites
www.fsuedu/~spap/orgs/apsa.html.	Public Policy site – APSA
www.ipsonet.org/page.cgi	Policy Studies home page.
www.policylibrary.com/index.html.	Policy Library home page.

www.publicagenda.org	Diverse policies and public opinion surveys..
http://thomas.loc.gov	Library of Congress's search engine
www.ciser.cornell.edu/info/polls.html	Links to all major public opinion polls
www.csg.org.	Council of State Governments
www.publicagenda.org	Research Organization
www.uscourts.gov	U. S. Judiciary
www.whitehouse.gov.	U. S. Whitehouse
http://cms.hhs.gov.	Health care programs
http://movingideas.org/links/healthlinks.html	Various health links
www.aahp.org	American Association of Health Plans
www.achoo.com/main.asp	Achoo, a web magazine on health care news.
www.citizen.org/hrg.	Public Citizen's Health Research Group site.
www.hiaa.org.	Health Insurance Association
www.kaisernetwork.org	Timely health care news.
www.kff.org.	Kaiser Family Foundation – health care news.
www.milbank.org/quarterly/links.html.	Health care policy journals.
www.rwif.org/index.jsp.	Robert Woods Johnson Foundation progressive learning on health care issues.
http://edreform.com	Support for teachers.
http://nces.ed.gov.	Education Statistics
www.acenet.org.	American Council of Education
www.aft.org	American Federation of Teachers
www.ed.gov	U. S. Department of Education
www.edtrust.org/edtrusthome.htm.	Statistics on schools in low income areas.
www.heritage.org/library/education.html.	Education Policy
www.nbpts.org/nbpts.	National Board for Professional Teaching
www.nea.org.	Teachers' organization
www.pta.org/index.stm.	Parents and Teachers' Organization
www.nber.org.	National Bureau of Economic Research
www.taxfoundation.org.	Tax Foundation
www.concordcoalition.org.	Concord Coalition
www.whitehouse.gov/cea/index.html.	Council of Economic Advisors
www.cbpp.org.	Center on Budget and Policy Priorities

ARGUMENT SUMMARY SHEET
NAME:_____
ISSUE:_____
DATE:_____

PRO POSITION SUMMARY AND YOUR FOCUSED DEFENSE OF THE PRO SIDE:

CON POSITION SUMMARY AND YOUR FOCUSED DEFENSE OF THE CON SIDE:

YOUR REAL POSITION ON THE ISSUE: