

SYLLABUS – 20609 PUBLIC ADMINISTRATION – FALL 2022

Instructor: Marlene Jugl

Assistant Professor of Public Administration

Department of Social and Political Sciences

E-mail: marlene.jugl@unibocconi.it

Office: 3.C1.12, Röntgen building

Office hours: Please send an email to schedule an office hour

Course description and learning outcomes

Public administration comprises a range of public sector institutions that are critical for policy design and implementation, and that play a critical role in the political process. At the same time, public administration is a multidisciplinary research field based on approaches from political science, sociology, economics, management and others. This course introduces students to public administration as a field and object of research. It presents theoretical approaches to understand and design public administration institutions and gives an overview of recent reform trends. The course also covers state-of-the-art research approaches, designs and methods to empirically assess the success of administrative reforms.

At the end of this course, students should be able to:

- describe the foundations of public administration as an empirical phenomenon and field of research
- identify and critically compare the intellectual traditions underpinning different models of public administration
- describe and distinguish different national or local models of public administration
- explain current reform trends and debates in public administration research
- design their own empirical research in the field
- present their own research clearly and effectively

Teaching methods and materials

The course follows a blended teaching model with a mixture of online and in-class sessions. Asynchronous online sessions in the form of short video lectures present and explain theoretical foundations and important concepts. Face-to-face sessions allow students to deepen, discuss and apply the new knowledge through discussions, case studies and group exercises. A preparation of previous video lectures and reading materials as well as active participation is of the highest importance for the learning success during the sessions held in presence. Some in-class sessions are reserved for the presentation of students' group work. Group works and presentations are designed to train student's teamwork abilities as well as the skills to effectively collect, organize and present information and to design their own empirical research. This learning method is also designed to develop students' ability to give constructive feedback to each other, and to receive and incorporate feedback. The presentations also serve as starting point for further discussions in class and the comparison of different empirical models and research designs.

All teaching materials, videos, slides and readings will be provided on BBoard.

Assessment

Attending students: 10% online quizzes, 30% group presentations, 60% written exam.

Three online quizzes in BBoard during the semester (after sessions 4, 9, 18) test students' knowledge and understanding of the concepts covered in the asynchronous online sessions.

The group work assesses students' understanding of the content discussed in class and their ability to apply it to a specific administrative system, to design their own research and to present their arguments and ideas convincingly in class. The group work is delivered in two presentations per group according to the details provided in class. The content of the first round of presentations is relevant for the final written exam. After the second round of presentations, all attending students vote for the best presentation; the winning group will receive an additional point on their grade for the group work (out of 30).

The written exam tests students' knowledge and understanding of the theoretical foundations, reform and research trends as well as students' ability to critically discuss and compare different theoretical models and empirical examples of public administration. For attending students, the exam is based on slides and class discussions.

Attending students are those who sign up for a group and contribute to both parts of the group work.

Non-attending students: 100% written exam based on slides and readings.

HONOR CODE

Bocconi University conceives of education as an ongoing process that stretches across a person's entire professional life. The University hopes that the entire Bocconi community will respect the values of fairness and correctness associated with it, values which inspire and guide the conduct of all community members as they pursue common objectives and a shared mission. The Bocconi University Honor Code is published at <http://www.unibocconi.eu/honorcode>. We encourage all students to read it

Detailed content

Readings marked with an asterisk should be prepared *before class* for in-depth discussion in class.

Date	Format	Topic	Reading
PART 1: FOUNDATIONS OF PA			
9 Sep	Online	1. What is PA?	Dahl, Robert A. (1947), <i>The Science of Public Administration: Three Problems</i> , <i>Public Administration Review</i> 7:1, pp. 1-11.
15 Sep	In class	2. Public administration & politics - <i>Introduction of group work part 1</i>	Favero, Nathan (2018), <i>Politics and Bureaucracy</i> , in: Farazmand, Ali (ed.), <i>Global Encyclopedia of Public Administration, Public Policy, and Governance</i> , pp. 4730-4735. *New York Times unsigned Op-Ed (2018), <i>I Am Part of the Resistance Inside the Trump Administration</i> , Sept. 5, 2018.
16 Sep	Online	3. Organizing principles: Structure, procedures, personnel	Peters, B. Guy (2010), <i>The Politics of Bureaucracy</i> , fifth edition, chapter 4: Problems of administrative structure (in particular pp. 150-168).
PART 2: THEORETICAL APPROACHES			
22 Sep	Online	4. The hierarchist model	Hood, Christopher (2000), <i>The Art of the State</i> , chapter 1 (p.3-22) & chapter 4 (pp.73-97).
23 Sep	Online	5. The individualist model	Hood, Christopher (2000), <i>The Art of the State</i> , chapter 5 (pp. 98-119).
27 Sep	In class	6. Images of bureaucrats & bureaucracy	* OECD (2010), <i>Cutting red tape: Why is administrative simplification so complicated?</i> , executive summary (pp. 9-10). * Poole, Steven (2017), <i>'Deadlier than terrorism' – the right's fatal obsession with red tape</i> , <i>The Guardian</i> , June 20, 2017. https://www.theguardian.com/politics/2017/jun/20/deadlier-than-terrorism-right-fatal-obsession-red-tape-deregulation-grenfell-tower
30 Sep	Online	7. The egalitarian and the fatalist model	Hood, Christopher (2000), <i>The Art of the State</i> , chapter 6 (pp. 120-144).
3 Oct	In class	8. Case discussion: Organizing education	-

PART 3: VARIATIONS OF PA			
6 Oct	Online	9. Persistence & change: historical & new institutionalism	DiMaggio, Paul J. and W.W. Powell (1983), The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields, <i>American Sociological Review</i> 48:2, pp. 147-160. Hall, Peter A., and Rosemary C.R. Taylor (1996), Political Science and the Three New Institutionalisms, <i>Political Studies</i> 44:5, pp. 936–957.
7 Oct	In class	10. Structures & administrative capacity in historical perspective	*Ziblatt, Daniel (2006), <i>Structuring the State: The Formation of Italy and Germany and the Puzzle of Federalism</i> , chapter 1 (pp. 1-17).
12, 13 Oct	In class	11.-13. Group presentations, part 1	-
PART 4: RESEARCH ON REFORMS AND PERFORMANCE			
28 Oct	Online	14. Disciplines, concepts and methods in PA research	Ling Zhu, Christopher Witko, and Kenneth J. Meier (2019), The Public Administration Manifesto II: Matching Methods to Theory and Substance, <i>Journal of Public Administration Research and Theory</i> 29:2, pp. 287–298.
3 Nov	In class	15. The effects of macro structures - Introduction of group work part 2	*Jugl, Marlene (2019), Finding the Golden Mean: Country Size and the Performance of National Bureaucracies, <i>Journal of Public Administration Research and Theory</i> 29:1, pp. 118–132. *Marcus Jenkins, Jade, and Gary T. Henry (2016), Dispersed vs. Centralized Policy Governance: The Case of State Early Care and Education Policy, <i>Journal of Public Administration Research and Theory</i> , 26:4, pp. 709–725.
4 Nov	Online	16. The New Public Management reform movement	Pollitt, Christopher, and Geert Bouckaert (2017), Public Management Reform. Fourth edition. Chapter 1: <i>Comparative Public Management Reform: An Introduction to the Key Debates</i> (pp. 1-30).
10 Nov	In class	17. The effects of NPM-style reforms	*Hood, Christopher, and Ruth Dixon (2015), What We Have to Show for 30 Years of New Public Management: Higher Costs, More Complaints, Commentary, <i>Governance</i> 28, pp. 265-267. *Overman, Sjors (2017), Autonomous Agencies, Happy Citizens? Challenging the Satisfaction Claim, <i>Governance</i> 30, pp. 211-227.

			*Elkomy, Shimaa, Graham Cookson, and Simon Jones (2019), Cheap and Dirty: The Effect of Contracting Out Cleaning on Efficiency and Effectiveness, <i>Public Administration Review</i> 79, pp. 193-202.
11 Nov	Online	18. Personnel & HRM reforms	Peters, B. Guy (2010) <i>The Politics of Bureaucracy</i> , fifth edition, chapter 3: The Recruitment of Public Administrators (in particular pp. 85-100).
17 Nov	In class	19. The effects of meritocratic recruitment	<p>*Rauch, James E. and Peter B. Evans (2000), Bureaucratic Structure and Bureaucratic Performance in Less Developed Countries, <i>Journal of Public Economics</i> 75:1, pp. 49-71.</p> <p>*Sundell, Anders (2014), Are formal civil service examinations the most meritocratic way to recruit civil servants? Not in all countries, <i>Public Administration</i> 92:2, pp. 440-457.</p>
18 Nov	In class	20. The effects of HRM policies in non-OECD countries	<p>*Fernandez, Sergio, Samuel Koma, and Hongseok Lee (2018), Establishing the Link between Representative Bureaucracy and Performance: The South African case, <i>Governance</i> 31, pp. 535– 553.</p> <p>*McDonnell, Erin (2017), Patchwork Leviathan: How Pockets of Bureaucratic Governance Flourish within Institutionally Diverse Developing States, <i>American Sociological Review</i> 82:3, pp. 476–510.</p>
29, 30 Nov, 1 Dec	In class	21.-23. Group presentations, part 2	-
2 Dec	In class	24. Big Data as the future of PA? - Course wrap up	Pencheva, Irina, Marc Esteve, and Slava Jankin Mikhaylov (2020), Big Data and AI – A transformational shift for government: So, what next for research? <i>Public Policy and Administration</i> 35:1 (2020): 24-44.