Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Bush School of Government and Public Service

1. This request is submitted by the Department of

2. Course prefix, number and complete title of course:

3. Course description (not to exceed 50 words):

   This course focuses on techniques and practices that executives employ to get their work done through politicians, bureaucrats, the media, lobbyists, governing boards, and their supervisors and staff. The course explores the important issues that arise from conflict with policy makers, moral and ethical concerns, and professionalism in public service.

Graduate Classification

4. Prerequisite(s):

5. Is this a variable credit course? □ Yes ☑ No
   If yes, from _____ to _____

6. Is this a repeatable course? □ Yes ☑ No
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes ☑ No

7. Has this course been taught as a 489/689? □ Yes ☑ No
   If yes, how many times? 3
   Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   MPSA (Master of Public Service and Administration Program)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix    Course #    Title (excluding punctuation)

   TOOLS ADVANCEMENT LDRSHIP

   Lect. Lab SCII CIP and Fund Code Admin. Unit Acad. Year FICE Code
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Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services - 11/07
Syllabus for PSAA 602
Tools for Advancement and Leadership in Public Service
Texas A&M Bush School of Government and Public Service
Fall 2009

Faculty: Kenneth Ashworth, Adjunct Professor
Course Number: PSAA 602
Telephone: home: 512 345-9521
e-mail: k.ashworth@mail.utexas.edu (preferred) or
kashworth@bushschool.tamu.edu (I check this one only when at A&M)

Focus: This course will focus on the techniques and practices that successful executives employ to get their work done through politicians, bureaucrats, the media, lobbyists, governing boards, their bosses and supervisors, their staff, and others. It is a practical course in how leaders of public and quasi-public agencies and organizations achieve the goals they care deeply about. We will also explore important ancillary issues that arise in pursuing one's own instincts about what is right and one's own definition of the public good, such as conflict with elected policy makers, moral and ethical concerns, administrative evil, who makes public policy, and professionalism in the public service. And we will look at the benefits, pitfalls, and uses of dissent in public organizations.

Required textbooks for purchase at the Bookstore:

O'Leary, Rosemary, *The Ethics of Dissent, Managing Guerrilla Government*

Ashworth, Kenneth: *Caught Between the Dog and the Fireplug or How to Survive Public Service*

Egil "Bud" Krogh, *Integrity, Good People, Bad Choices and Life Lessons from the White House*

For assigned readings noted ERes go to the library's electronic website of readings for this course. The items are alphabetical by author's last name.

Term Paper & Grading:
The standard Texas A&M University grading scale will apply:

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Your term paper should be about 6000 words (not more than 18 to 20 pages), and you will work in pairs. Your paper is to be written on a public policy issue or event or a public management program that you can use effectively (1) to illustrate the issues we cover in class and in the readings such as the uses of discretion, abuse of discretionary power, where discretion, leadership, or courage should have or could have been useful and why you think so or (2) an example of the failure or absence of courage or where an administrator's courage made a difference or (3) a case of dissent (for good or bad) or (4) an example of significant moral or ethical issues in administering a public program or (5) more likely, some event, situation, or occurrence in government or public program with some aspect of "all of the above." I will suggest some topics to illustrate the kind of topic I have in mind and for your possible selection.

Let's talk about your topic before you begin researching and writing on it. The paper should have enough description and historical setting for us to understand what is happening or what did happen. A paper that is exclusively or primarily historical and/or descriptive cannot receive better than a grade of C. A paper that also has substantial analysis based on what we will be studying in class will receive a B. An A paper will need additional integration of topics studied in class readings, along with interpretation and evaluation of options, consequences, and alternative outcomes. What I am looking for is your ability to synthesize into your "case study" what we discuss during the semester in class and in the materials in your readings. Your papers will be presented to the class during the last 2 or 3 class sessions. (Plan on a shared presentation of not more than 30 minutes with class questions and discussion for 10 or 15 minutes.) (Use of PowerPoint is required.)

Completed papers will be due on the last class day. Obviously some presentations will be made before the papers are completed and turned in. The purpose of the paper is to see how you relate a "case study," a real life public problem, to the issues and topics we will consider in the course. That is, show me you can apply and relate your topic to the concepts, trends, management practices, conceptual models, and philosophies we study in the course. How do the things we look at in the course apply to the "case study" you undertake and present to the class?

The paper and presentation will constitute one-third of the grade for the course. A final exam will make up one-fifth of the course. The exam will be open book, open notes. The remainder of the grade will be based on attendance, participation, and command of the reading materials as demonstrated in class discussions and presentations.

I will not judge participation and discussion by any standard of "political correctness" but by the quality of your arguments, your evidence, your logic and resourcefulness, and your creativity in making your case or holding your position.
If it appears that students are not covering the readings I will hold pop quizzes on the assignments.

I expect advance notice and a reason for missing class. Grades in the course will not be discussed beyond one week after they are posted or given to the student. No exceptions.

Special Note: When you are assigned a role in a panel discussion for a future class, read and study the materials assigned for that particular class session before you and your fellow panelists start to organize your presentations. You will usually find much of the information you need for your role in the readings for that class. If you are scheduled to be on a panel or in a case study and an emergency arises or you become ill, it is your responsibility to arrange for a stand-in or call me.

It is my intent to front-end load the class writing assignments and readings and ease off slightly toward the end because of term papers and end-of-semester demands of other courses and activities on students.

August 26: Opening Session

Orientation, discussion of syllabus, plans for the course, academic integrity, instructor’s objectives, and other handouts.
Class exercise in crisis management

September 2: Session 2

Welcome to the Real World, Bureaucracy in all its glory

Role Playing: Panel of class members at opening of class
Scenario: this is a panel at a United Nations conference on public service. Topic: Comparison of Civil Service Systems in France, Germany, and Great Britain to the US. (Panelists must locate most of their own information for this topic, although a good beginning is Chapter 2, “Education and the Public Service,” from Democracy and the Public Service, Frederick Mosher, pp. 29-50. Included in ERes. International students in the class will be requested to comment on the civil service systems in their countries of origin.

Readings:
Ashworth: Harlan Cleveland’s Foreword, Preface, and two Letters: “Working with Politicians” and “The Kinds of Pressure and Influence Used on You.”
Goodsell: “Bureaucracy, Despised, Disparaged, and Defended” Chapter 1—The Case for Bureaucracy, ERes
Appleby: “Government is Different” From his Big Democracy, ERes
Thad Hall, *PA Times*, April '02, "Congress Guilty of Bureaucrat Bashing" ERes
Kingdon: "Wrapping Things Up" Chapter 9—*Agendas, Alternatives and Public Policy*, ERes

Writing Assignment for Session 4, September 16: Prepare a 700-800 word "op-ed" piece (op-ed, meaning opposite the editorial page in a newspaper) as though you are writing it for publication. Pick a current topic about which you feel strongly and give us your views as persuasively as you can. Consult *New York Times*, *Washington Post*, or Dallas or Houston or Austin papers for examples.

September 9: Session 3
Bosses and Getting Help from Above

Readings:
Ashworth: "Learning from your Boss," and "Subordinate Leadership, Getting Help From Above," "Relations with a Governing Board," and "More on Governing Boards"


Frederickson: "Finding the Public in Public Administration" Chapter 1—Spirit of Public Administration, ERes


Op-ed pieces due next meeting. That date I will also hand out briefing memo assignments that will be due two sessions later.

September 16: Session 4
Social Equity

Op-ed pieces due. Brief oral presentations on them.

Briefing Memo assignments. Memos are due in two weeks. Bring sufficient copies for every member of the class. Discussion of writing briefing memos (compared to op-ed writing, etc.) See also Elmore and Dobel in ERes entitled "Memorandum Writing." (For examples of actual briefing memos see "Briefing Memo Specimens" ERes)

Role Playing: Panel of Class members (at opening of class after op-ed presentations)
TV panel, Topic: Social Equity: Is It Properly a Product of Natural Law or Government Action?

Readings:
Painter: Standing at Armageddon, pp. xxxix-xlili. ERes
Frederickson: "The Question of Administrative Discretion," and "Fairness and Equity in Public Administration" Chapters 4 & 5—The Spirit of Public Administration, ERes
O'Leary: Chapter 4, "A Government Guerrilla Sues His Own Agency," pp. 70-89
Lowi: excerpts from "Liberal Jurisprudence, Policy without Law"—The End of Liberalism, pp. 92-97, 105-09, and 124-26. ERes
Frederickson excerpt from Chapter 2, Spirit of Public Administration, pp. 58-62. ERes
September 23: Session 5
Open discussion and citizen participation

Readings
Ashworth: “Working with the Press”
Alinsky: Rules for Radicals, “Communication,” and “In the Beginning,” ERes

Film and Discussion: Saul Alinsky

September 30: Session 6
The Bureaucracy

Briefing memos are due (with copies to all other members of the class).

Readings:
Frederickson: The Frederickson Perspective “Is Social Equity Class Warfare?” PA Times September, 2002 ERes
Thomas Dye, Top Down Policymaking, Chapters 2 and 3, “Power, Wealth, and Policymaking” and “The Policy Formulation Process,” pp. 16-64 ERes
Ashworth: Letters: “Taking the Initiative or Risk Taking Inside Government” and “Bona Fide Bureaucratic Behavior,”
Deborah Stone, Introduction, Chapter 1, and Conclusions pp. 1-26 and 305-310, from Policy Paradox and Political Reason, ERes
Brinkley: Chapter 9, pp. 61-67, “What’s Wrong With Constitutional Amendments” ERes

CASE STUDY Bob Behn: “Coping with Political Pressure”—Governing Magazine, October 1999, ERes

Handouts: material on term papers (Power Point Presentations Required)

October 7: Session 7
Defending Briefing Memos
Reading assignment: Krogh text, Integrity, pp. 1-77.

During this rolling series of “staff meetings” I will rotate as the head of various agencies as each class member explains and defends his or her briefing memo. Every member of the class will have a copy of every other class member’s briefing memo and when not presenting your own memo, you will be a member of my staff to assist in grilling the person presenting and defending a memo. That is, you get to play victim once but you can be predator on every other memo.

New Writing Assignment: Due next class. A “Heads Up Memo” to your boss on a topic or situation that will be assigned to you.

October 14: Session 8
Morality and Ethics in the Public Service

Brief discussion of “heads up memos” assigned earlier

Begin class with Panel for Role Playing
Hearing before the US House Committee on Standards of Official Conduct
Topic of Hearing: Issues on Morality and Ethics in Government

Readings:
Mosher: “Merit, Morality and Democracy,” Democracy and the Public Service, excerpt from Chapter 8, pp. 229-236 ERes
Frederickson: “The Paradox of Distance and the Problem of Role Differentiation, Chapter 8 and “Patriotism, Benevolence and Public Administration”
Chapter 9—The Spirit of Public Administration ERes
Ashworth: “Ethics and Morality in Public Service”
Krogh text, Integrity, pp. 1-77.
6/27/04 ERes

October 21: Session 9
Administrative Evil, Ambition, Benevolence

Readings
Burns: excerpt from Roosevelt, Soldier of Freedom ERes
Baker: excerpt from Nam, 1981 ERes
Seymour Hersh, “Torture at Abu Ghraib,” *New Yorker* 5/10/04 ERes
(And see again Frederickson from readings for previous class.)

Role Playing scenario: Hearing before Senate and House Joint Committee on Privatization

Suggested Readings for this role-playing session:
E.S. Savas, "On Privatization," pp 517-27 from Current Issues in Public Administration, Lane ed. ERes
James Q. Wilson, "Markets," pp 346-59 from his *Bureaucracy* ERes

October 28: Session 10
Leadership—Courage and Integrity

Readings:
Kerr: *The Many Lives of Academic Presidents*, Chapter 6, pp. 67-75
ERes

Cooper: “C. Everett Koop: Integrity – No Matter What”-- Exemplary Public Administrators: Character and Leadership in Government, Chapter 11, ERes
Graham, Kathryn, *Personal History*, excerpt following p. 444 ERes
Krogh, Egil, *Integrity*, pp. 185-204.
The letter from Ashworth book: "A few Thoughts on Leadership"
Mayer, Jane, "The Memo, how an internal effort to ban the abuse and torture of detainees was thwarted," *New Yorker*, Feb. 27, 06. ERes

Role-playing exercise: Television panel on: "ACLU—Who needs it, who does it help anymore?"
Sources:
Walker: excerpts from, *In Defense of American Liberties* ERes
Donohue: excerpts from, *Twilight of Liberty* Eres

See what you can find on your own on the topic.

November 4: Session 11
Working with Subordinates and Self-Improvement
Readings from Ashworth Book:
“Delegating, or Working for your Subordinates”
"Walking with Kings"  
"Dealing with Unpleasant and Difficult People" and "More on Difficult People"

Scenario: Surprise, unrehearsed mini-drama

November 11: Session 12  
Pulling things together and first presentations of student papers

November 18: Session 13  
Presentations of Student Papers

November 25 – No Class, Thanksgiving Week

December: Session 14 (Last class)  
Presentations of Student Papers and closing class (including discussion of course objectives and goals handed out in opening session)

Final Examination: date to be announced.

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Students’ Original Work  
Unfortunately it is becoming necessary to address the question of plagiarism, even in graduate and professional schools across the country. This practice has recently become a more prevalent violation of academic standards due to the ease of copying and pasting material directly from the internet into student papers.
The written work you submit must be your own original composition of sentences and paragraphs and organization. You may not copy, reproduce or paste sentences and paragraphs from other sources into your compositions. And unintentionally stumbling into plagiarism is not an acceptable excuse even when due to “sloppy note taking, ineffective proofreading or simple ignorance of the nature of plagiarism.” (quote from website below)

That is not to say that you cannot quote other sources, even at length in a submitted paper, BUT YOU MUST SHOW ATTRIBUTION TO THE TRUE AUTHOR BY DISPLAYING THE MATERIAL IN QUOTATION MARKS OR OTHERWISE IDENTIFYING THAT THE MATERIAL IS NOT YOUR OWN WRITING.

To provide guidance on what constitutes plagiarism and proper and improper paraphrasing of original source material the University created the following internet site. Check it out.
http://www-english.tamu.edu/wp/programs/avoidingplagiarism.html

Two other excellent sources are at these sites:
http://www.utexas.edu/depts/dos/sjs/academicintegrity.html#plagiarism
http://www.georgetown.edu/honor/plagiarism.html

It is also unacceptable to submit a paper done for one course to fulfill the requirements for a paper in a second course.

**Aggie Honor Code**

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonors/

**The Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in
Cain Hall, Room B118, or call 845-1637. For additional information, visit http://disability.tamu.edu.