A message from your professor: It is most important this semester for you to take care of your physical and mental health. While I am committed to providing you with a learning experience that will help you better understand the role of the bureaucracy in policymaking, your work in this class should not come at the expense of your health. Please do not hesitate to reach out to me if you find yourself struggling. I will work with you to support you.

Instructor: Dr. Maren Trochmann (she/her/hers)  
Email: trochmannmb@cofc.edu  
Office: J.C. Long, 9 Liberty St, 216A  
Zoom Office Hours: T/Th 2:30-3:30pm and/or by appointment

Course Description
This course examines the sociopolitical impacts of modern public bureaucracies, how modern bureaucracy has emerged as a “fourth branch” of federal government (including its historical development) and its ability to influence policymaking with particular emphasis on implementation. The principal intent is to analyze the role the public bureaucracy plays in the national policymaking process. Our purpose will be to examine comprehensively the roles of public agencies in the overall policy process and to explore the impact of the traditional political actors, citizens, and interest groups on public agencies.

Each class will be lecture and discussion based. Being able to adequately participate requires you to come to class prepared by having done the assigned readings prior to class. In addition, you should be prepared to participate in class by asking questions and making informed comments that add to the class discussion.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
- Demonstrate an understanding of the inherent tensions with expert driven decision-making in democratic systems. (Midterm exam; Final Agency Report)
- Explain the development of the administrative state in the US, including its historical evolution and current controversies. (Midterm exam essays)
- Analyze the role of bureaucratic agencies in US governance and policymaking. (Final Agency Report; Group Project)

Assignments, Due Dates, and Grading Scale

Grading Scale
There are **100 points possible** in this class. Grades will be allocated based on your earned points.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; Below</td>
</tr>
</tbody>
</table>

As a general rule, late assignments are not accepted. If you need an accommodation or extension, to the extent possible, please contact me prior to the due date/online submission deadline.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (Weight)</th>
<th>Description and Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement &amp; Participation</td>
<td>15 (15%)</td>
<td>Your active, enthusiastic, prepared, and civil engagement will be essential to enhance your own and your peers’ learning throughout the semester. Please come prepared to each class with questions, comments, and passages from the assigned readings.</td>
</tr>
<tr>
<td>Discussion Lead</td>
<td>10 (10%)</td>
<td>Each student will choose one date/topic to lead in-class discussion. This will entail posting 1-2 thoughtful discussion questions prior to class for your peers via discussion boards and submitting an outline of major points which you plan to discuss via OAKS prior to class.</td>
</tr>
<tr>
<td>Take-Home Midterm</td>
<td>25 (25%)</td>
<td>A take-home midterm with short essay questions will allow you to demonstrate your understanding of the tensions in bureaucracy and democracy, current controversies, and historic development of the bureaucracy. The midterm will be available in OAKS after class on <strong>October 5</strong> and will be due <strong>October 14</strong>.</td>
</tr>
<tr>
<td>Group Rulemaking Project</td>
<td>20 (20%)</td>
<td>In small groups, you will select a <a href="#">Proposed Rule</a> and prepare a public comment to submit to a bureaucratic agency for consideration in the rulemaking process. In addition to the public comment memo, your group will prepare a brief presentation (no more than 5-10 minutes) for class on <strong>November 9</strong>. This assignment is designed for you to engage firsthand in the bureaucratic policymaking process.</td>
</tr>
<tr>
<td>Final Agency Report</td>
<td>30 (30%)</td>
<td>You will select an executive branch <a href="#">agency</a> to research its history, organization, current issues, and policymaking role in a final paper (4-5 pages). This assignment will allow you to analyze the role of a bureaucratic agency in governance and policymaking, applying course readings. The final agency report is due on <strong>December 8</strong>.</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>*Additional details and rubrics for each assignment will be posted on OAKS and discussed in class.</td>
</tr>
</tbody>
</table>

Grades of “Incomplete” (I) are reserved for those students who for some unexpected reason are unable to complete final requirements for the class. Students requesting an “I” must see me as soon as they learn of their inability to complete the assigned work and should be performing at a passing level in the class.

**Extra Credit: Experiential Learning**
You will be presented with several opportunities to attend virtual or live events or lectures on campus or in the community. Many of these opportunities expand your knowledge about public agencies and allow you to engage in experiential learning. For extra credit, you must complete a one-page (single-spaced) or two-page (doubled-spaced) summary that clearly describes the event/lecture, uses detailed examples to clearly link the lecture or event to class readings and
discussions. The response must be well-written, organized, and contain limited to no grammatical errors. The instructor will notify the class of events/lectures that qualify via OAKS announcements, and you must submit your summary within one week of the event/lecture to the OAKS Dropbox. Each extra credit event will add up to one percentage point to your final grade; no more than two (2) points of extra credit are allowed.

Course Expectations

Engagement & Participation
This is fast-paced course, and your active presence and participation is expected. Your thoughtful and civil engagement will be essential to enhance your own and your peers’ learning throughout the semester. We should show curiosity and respect for each other and our individual differences, valuing diverse perspectives during discussions. Engagement requires us all to practice the values of fairness, justice, equity, responsiveness, and empathy. Note that designated meetings will be used to discuss the assigned readings and themes. A significant portion of your grade is determined by participation, so I strongly encourage you to come to class prepared with a passage from the assigned readings you would like to discuss or question(s) the readings raised for you.

Required Texts & Additional Readings
All required readings, podcasts, or videos will be made available electronically through the OAKS system, accessible via MyCharleston. I have intentionally designed this course utilizing Open Educational Resources (OER) or freely available resources via the https://library.cofc.edu/.

Communication
Please do not hesitate to contact me. My preferred method of initial communication is email. The way you present yourself in in written and verbal form says a lot about who you are, your work ethic, and your priorities. Consider every interaction you have with faculty and your peers an opportunity to demonstrate the best version of yourself.

If you are unsure of your writing skill or abilities to complete the course assignments below, please be proactive in speaking to me at least two weeks prior to the due date(s). I will work with you to read early assignment draft(s) and provide feedback or guidance.

Technology
It is required that you have a computer with internet access, microphone, and speakers. You must have a reliable internet connection. If you are concerned, please contact me within the first week so we can determine if this course will be manageable for you. I recommend taking notes by hand during class and putting laptops and other technology away during class discussions. I have also included resources below if you have concerns about course access or financial burdens.

If you have technical problems, please contact Student Computing Support or Helpdesk using these methods: Student Computing Support at 843-953-5457 or via email studentcomputingsupport@cofc.edu or the IT Helpdesk at 843-953-3375 or helpdesk@cofc.edu. It’s important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.
Time Commitment (Attendance Policy)
This is a full semester course. We move quickly and cover a lot of material. Per the disclaimer at the top of this syllabus, I am aware of and sympathetic to the many challenges that college student experience, especially now in the time of COVID-19. If you are experiencing personal or health-related challenges, please communicate with me. There are numerous resources that I can recommend to you and, to an extent, I will work with you on deadlines. Please see this website a colleague (Dr. Hoffman in Sociology) created containing additional resources for Life-College Balance.

Depending on circumstances, sometimes withdrawing from the class is the best option. October 29th is the withdrawal deadline for this full semester class with the grade of “W”. Regardless of your circumstances, please reach out to me or somebody else for support before and/or after deciding to withdraw from the class.

Health and Safety
For COVID-19 related updates, please see: https://cofc.edu/back-on-the-bricks/. President Hsu and campus leadership now require face coverings while indoors around others including in the classroom. If at any time any student does not comply with the face covering requirement, class will be canceled for that day. The College of Charleston continues to strongly encourage all students to get vaccinated and to report their vaccination status to mitigate the spread of COVID-19. For those students who are not vaccinated, health experts encourage monthly testing; the College offers free voluntary weekly testing on campus to facilitate this effort.

If one or more students are absent for an extended period of time due to COVID-19 (quarantine or isolation), instructors may, at their discretion, conduct the class exclusively online via OAKS for the duration of student quarantine/isolation, record class lessons to share with students, or choose an alternate accommodation that provides the impacted student(s) with the opportunity to continue in the course. The specific accommodation will vary depending on the number of students affected, the expected duration of their absence, and the needs of the class.

Course Schedule
Listed below are the topics for each section and module. I reserve the right to modify this schedule, as necessary. Any changes will be reflected in the content in OAKS and communicated electronically. All associated homework and readings/videos/podcasts will be available in OAKS content modules and/or linked below.

<table>
<thead>
<tr>
<th>Week/Topic</th>
<th>Class</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Intro &amp; Overview</td>
<td>August 24</td>
<td>1. <em>Fresh Air</em> interview with Michael Lewis</td>
</tr>
<tr>
<td>2: What is Bureaucracy?</td>
<td>August 31</td>
<td><em>Bureaucracy</em> Max Weber (pp. 196-244)</td>
</tr>
<tr>
<td>Topic</td>
<td>Date</td>
<td>Readings</td>
</tr>
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<td>------------------------------------------</td>
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<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>
- Submit information on your final agency selection. |
| 6: Bureaucratic Reforms                  | September 28 | 1. Radin (2012) *Federal Management Reform in a World of Contradictions Chapter 1: The Background* (pp. 6-19)  
2. Radin - other chapters, as assigned |
| 7: Bureaucracy & Public Policy          | October 5    | Page & Jenkins (2005) *Policy Bureaucracy: Government with a Cast of Thousands Chapter 1* (pp. 1-14) and *Chapter 3* (pp. 55-78)  
- Take Home Midterm Available |
| 8: Administrative Rulemaking            | October 12   | 1. Rosenbloom (2013) *Administrative Law, Chapter 3: Administrative Rulemaking.* (pp. 63-87)  
| Fall Break                              | No Class 10/19| N/A                                                                      |
3. Lowry *"The Time Tax: Why is so much of government bureaucracy left to average citizens?" The Atlantic* and/or listen to her interview segment on *Slate* Political Gabfest *7.29.21 episode* (mins 26:50-41:30) |
<p>| 10: Bureaucracy, Gender, Race, and Representation | November 2 | 1. Dolan &amp; Rosenbloom (2003) <em>Representative Bureaucracy Chapter 1 Theoretical Underpinnings</em> (pp. 3-30) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
</tr>
</thead>
</table>
| November 9 | 1. Wilkins & Williams (2008) “Black or Blue: Racial Profiling and Representative Bureaucracy” *Public Administration Review*  
             - Group Presentations in Class and Memos Due in OAKS                       |
| November 30| 1. Douglass “Beyond Bureaucracy?” in *The Iron Cage Revisited* pp. 66-89  
             2. Dehart Davis & Stivers “Reappraising Bureaucracy in the 21st Century” *Consider their questions!* |

**Important Policies & Resources**

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The
student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted.

Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams or written assignments, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

Accommodations for Documented Disabilities
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. You can contact Center at SNAP@cofc.edu or (843) 953-1431. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before any accommodation is needed.

Center for Student Learning
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of Addlestone Library and they can assist you with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts (in addition to other services). I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

Food & Housing Resources
Many CoC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off
campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor Trochmann if you are comfortable in doing so.

**Inclusion**
The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

**Preferred Name and Pronoun Information**
I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of any request early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

**On Campus Gender Inclusive facilities**
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CofC and LGBTQ+ Issues

**Religious Accommodations**
The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.
Inclement Weather, Pandemic or Substantial Disruption Policy
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Additional Student Support Services
http://capp.cofc.edu/Support%20Services/index.php

Additional Policies
http://policy.cofc.edu/policy.php#student

Veterans and active-duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.