

PADP 6910
Mondays, 6:50 - 9:50pm

Public Administration & Democracy

Fall 2017
247 MLC

Course Instructor

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Office Hours: Tuesdays, 4:00 - 6:15pm or by appt.

Course Description

This introductory graduate-level course provides an overview of the field and serves as a basis for further study in public administration. The course assumes no prior academic background or work in public administration. It introduces students to the concepts and practices of public administration primarily from the standpoint of the institutional framework and intellectual development of American administrative practices. The class will also expose students to the ecology of American democracy and the contemporary issues that impact public administration. Much of the course material is drawn from primary sources. Case material and other secondary sources too will be utilized. These efforts are used to prepare students to appreciate the obstacles and opportunities to lead and manage in public governance.

Each student will be part of a group that researches an issue that can impact public administration within the American democracy. The objectives of this project are to sharpen students' research skills and enhance individual appreciation of the depth, complexity, and dilemmas of modern administrative practice. In-service students are encouraged to share personal work-related experiences from government and other organizations to enhance classroom learning about the realities and practice of public administration.

Attendance and punctuality are expected in all classes. If an absence can't be avoided, please indicate the reason for the absence (if possible, ahead of time). Each class will be devoted to discussion and analysis of the specific topics indicated for that class on the syllabus. The course will be conducted primarily as a graduate seminar, which requires that each student come to each class having read the material and well prepared to participate in discussions and related in-class exercises. There also will be some lecturing by the instructor and possibly, guest speakers. The reading assignments will be selected mainly from our textbook but other article/chapter length readings are assigned and will be forwarded electronically. Some material for class discussions will be drawn from each student's own background and work.

Course Objectives

This course is designed to provide answers to four basic questions:

1. What is public administration and what are the implications for public management?
2. What primary functions are associated with public administration?
3. What ensures bureaucratic accountability and high public sector performance in a politically charged and increasingly polarized democratic environment?
4. What trends are shaping the practice of contemporary and future public administration?

To answer these questions and accomplish these objectives, the course is composed of readings, lectures, class discussions, and will utilize various in and out of class assignments and exercises. These assignments are designed to facilitate the development and/or enhance four core skills for effective public service: writing, oral presentation, analytic thinking, and creative problem solving within a working group or team.

Required Text

Richard J. Stillman, *Public Administration: Concepts and Cases*, 9th ed. (Boston: Cengage Learning, 2010), paperback.

David Matthews, *The Ecology of Democracy: Finding Ways to Have a Stronger Hand in Shaping Our Future*, Dayton: Kettering Foundation Press, 2014), paperback.

Grading

Your grade for this semester is based on the following criteria:

- Career Biography PPT Presentation due on **October 2nd**: 10 points.
- Take-home exam distributed on **October 2nd** and due on **October 9th**: 30 points.
- Individual Memos in Response to 2 Case Studies **due on corresponding sessions**: 15 points.
- Group Assignments: Written synopsis is due on **September 18th**. Annotated bibliography is due on **October 23rd**. The remaining group assignments are due on **November 27th**: 45 points.

If you have a grade dispute, you should submit a one-page memo to me presenting evidence for your case. I will review and re-grade the original assignment. This review can create a grade increase, but may also result in a grade decrease based on the new overall evaluation.

Your final grade will be based on the following scale:

A = 94-100	B+ = 87-89	C+ = 77-79	D = 60-69
A- = 90-93	B = 84-86	C = 74-76	F = 0 – 59
	B- = 80-83	C- = 70-73	

Late Assignments

Late assignments will not be accepted unless accompanied by a university-approved absence.

Miscellaneous Notes

Each class session is designed to build on the readings and explore selected topics in depth. As graduate students, you are expected to have read the material prior to each class session. Hence, lectures will not cover all of the material that was read. If you have questions concerning the reading material, don't hesitate to ask and seek clarification.

This course is a joint effort between me, as the instructor and you, as the student. This means you have both the ability and responsibility to affect the direction of the course. You are encouraged to participate fully. In class, feel free to ask questions about any part of the course material or contemporary events. Classes dealing with politics and government also inherently involve political values and as a student, you should feel free to discuss those values including disagreeing with me or other students. In doing so we must be respectful of one another.

University Honor Code and Academic Honesty Policy

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Required Individual Assignments

Career Biography PowerPoint Presentation (10 points)

- Each student will submit a *Career Biography* PowerPoint presentation on a public or non-profit administrator by **October 2nd**. You must forward the name of the person, his or her position or job title, and agency, department, or organization to me by email on or before the start of class on **August 28th**.

For this assignment, you must select someone who is **actively working in a career or appointed**

position for government at either the local, state, or federal levels or an administrator/executive director of a non-profit agency. Ideally, the person you select should be in a position and working in an agency/organization or department that reflects your professional aspirations.

After identifying the person that you would like to interview, please contact that person, introduce yourself, and explain the biography project and your related assignment. Please ask that person if s/he would be willing to grant you an interview (preferably in person) and serve as the subject for this assignment, as well as provide you with a resume and/or bio.

Prior to the actual interview, develop a list of open-ended questions that you will use. These questions should focus on that person's:

- Attraction to a career in public service,
- Areas of responsibility in current agency, department, or organization,
- Educational training,
- Professional journey (previous positions held),
- Career goals, and
- Insights on what are the contemporary challenges facing 21st Century public administrators in the social, economic, and political environment in which they operate.

In order to expedite the interview, I recommend that you forward your questions to the person at least 2-3 days in advance of your scheduled interview. During the interview, you may want to refrain from taking notes – especially if you sense that this may make the subject of your interview uncomfortable. If you don't take notes during the interview, take the time needed to write down every comment you can recall immediately afterwards.

Utilize the data that you collect to develop a PowerPoint presentation that covers the following areas:

- Pertinent personal and professional facts (i.e., education, professional experiences, current areas of responsibility, etc.) about that person's life;
 - An overview of that person's department or agency of affiliation, inclusive of the agency's mission, vision, and values;
 - That person's insights on what are the current challenges facing public service in an ever-changing society, in particular as they relate to
 - Making and implementing decisions, inclusive of budgeting and
 - The concept of administrative responsibility;
 - And the future implications of your findings from this interview for public administration and democracy.
- **A final component of this assignment requires you to forward to me the bio and/or resume of the person you selected. This assignment will account for 10 points.**

Exam (30 points)

- I will distribute your take-home exam on **October 2nd**. You must return via email (bnwillia@uga.edu) on **October 9th by 9:50pm**. This exam will be worth **30 points**.

Memos (15 points)

- You are required to write two policy memos in response to case studies found in the Stillman book that we will cover over the course of this term. The due date for your policy memos correspond with the date that your memo has been assigned for class discussion. More detailed information on this assignment will be shared during our second class.

Required Group Assignments

Current Issue Assignment (45 points)

Each student will work within a group to research a current issue that reflects the politics of the administrative process and could possibly impact bureaucratic accountability. As a team, you must select an issue relevant to American PA at the local, state, and/or federal level. After selecting your issue, your group must produce four deliverables. Each deliverable is described below.

- Written Synopsis. Each group will submit a one-page written synopsis of their issue. The synopsis must provide a brief description of the issue – particularly highlighting the bureaucratic actors and the relevance of the topic and its connection at local, state, and/or federal level. This deliverable is due on **September 18th** and is worth **5 points**.
- Annotated Bibliography. Each group must produce an annotated bibliography related to their issue based upon reviewing at least 10 articles from peer-reviewed publications (*like PAR, State & Local Government Review, American Review of Public Administration, etc.*), governmental reports, and books and book chapters from academic presses. An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by an annotation - a brief (approximately 140 words) **descriptive and evaluative paragraph**. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Please note that an annotation is different from an abstract. An abstract is a descriptive summary while an annotation is a descriptive, critical and evaluative summary. Hence, an annotation summarizes the central theme and scope of the report, book or article and includes one or more sentences that evaluate the authority or background of the author and explains how this reference illuminates or adds value to the research topic. The formatting for this deliverable must be consistent with the APA 6th edition. A template can be found at the following web address: http://library.bethel.edu/class/tutorials/writ-cit/1001APA_Ann_Bib_6thEd. The due date for the annotated bibliography is **October 23rd** and this deliverable is **worth 10 points**.
- Issue Paper. Utilizing the references from the annotated bibliography, each group will develop an issue paper that is 8-10 double-spaced pages in length and formatted based upon the APA 6th Edition. This paper must frame the focal topic, highlight the salience and timeliness of the issue by noting its linkages to the contemporary practice of American PA, and conclude by highlighting the future implications (managerial, political, legal, etc.) of this issue for American public service. The due date for the issue paper **November 27th** and this deliverable is **worth 25 points**.
- PowerPoint Presentation. The final deliverable for the group assignment is a 15-20 minute (max) group presentation. This deliverable will serve as a vehicle to share with your classmates the essence of your written issue paper. Hence, the presentation must frame the issue, highlight its relevance and timeliness to contemporary American PA, and note the resulting implications of this issue for the future of public service. The due date for the PPT presentation is **November 27th** and this deliverable is **worth 5 points**.

PA&D 6910 - Fall 2017 - Class Meeting Schedule

Session	Date	Class Topic	Readings
		Framing of PA & D	
1	8/14	<i>Introduction & Overview of Course</i>	No assigned readings.
2	8/21	Overview of class deliverables and grading rubrics Lecture and Class Discussion <ul style="list-style-type: none"> The Birth of a Nation with Resulting Implications for Public Administration <i>The Concepts of Cornerstones and Bureaucratic Accountability</i> Declaration of Independence http://www.archives.gov/exhibits/charters/declaration_transcript.html U.S. Constitution http://www.archives.gov/exhibits/charters/constitution_transcript.html The Federalist Papers (10, 51 & 70) http://www.let.rug.nl/usa/documents/1786-1800/the-federalist-papers/ 	Ford School Policy Memo template; US Declaration of Independence; US Constitution; Federalist Papers 10, 51, & 70
3	8/28	Framing American PA: Appreciating the Legal, Political, Managerial, and Ethical Dimensions <ul style="list-style-type: none"> <i>A Preface to the Concept of Administrative Responsibility</i> <i>Selection of Career Biography Interviewee</i>	Chapter 1 and Case Study 1; Rosenbloom article (1983)
		The Pattern of PA in America	
4	9/11	The Structure and Environment of American PA <ul style="list-style-type: none"> <i>The Concepts of Bureaucracy and Ecology</i> Power and the Political Environment of American PA <ul style="list-style-type: none"> <i>The Concepts of Administrative Power and Opportunistic Federalism</i> 	Chapters 2 & 3; Case Studies 2 & 3 Chapters 4 & 5; Case Studies 4 & 5
5	9/18	The Internal Dynamics of American PA <ul style="list-style-type: none"> <i>The Concepts of the Informal Group, the Competing Bureaucratic Subsystems and the Public Service Culture</i> <i>Due date for group project written synopsis.</i>	Chapters 6, 7 & 11; Case Studies 6, 7 & 11
6	9/25	Contemporary Issues Class Session 1: Recidivism in the US Criminal Justice System <i>Russell Research Library (6:45pm – 9:00pm)</i>	
7	10/2	<i>In-class Career Biography PPT Presentations</i> <ul style="list-style-type: none"> <i>Distribution of take-home exam.</i> 	
8	10/9	No Class Meeting. Time devoted to take-home exam. <i>Take-home exam due via email by 9:50pm.</i>	
		Historical Obstacles, Contemporary Challenges and Future Opportunities for American PA	
9	10/16	The Ecology of Democracy <ul style="list-style-type: none"> Self-Rule, Citizen-Centered Democracy and the Political Ecosystem Bureaucratic Decision-Making and Effective Communication <ul style="list-style-type: none"> <i>The Concepts of Incremental Choice, Budgeting as Political Choice and Administrative Communication and Professional Centrality</i> 	Matthews Introduction and Chapters 1, 2 & 3; Stillman Chapters 8, 9, 10, & 12; Stillman Case Studies 8, 9, 10 & 12; Civility article
10	10/23	The Ecology of Democracy (cont'd) <ul style="list-style-type: none"> Citizen Engagement and Putting the Public Back in the Public's Business Collaboration and Co-Production in American PA <ul style="list-style-type: none"> <i>The Concept of Collaborative Processes and Co-Production</i> <i>Due date for group annotated bibliography deliverable.</i>	Matthews Chapters 4, 5, 6, & 7; Co-production and ladder of civic participation articles
11	10/30	The Ecology of Democracy (cont'd) <ul style="list-style-type: none"> Issues and Opportunities for Democratic Practices Reorganization, Reform and Bureaucratic Relationships in American PA <ul style="list-style-type: none"> <i>The Concepts of Tides of Reform and Issue Networks</i> 	Matthews Chapters 8, 9 & 10; Chapters 13 & 14; Case Studies 13 & 14
12	11/6	The Ecology of Democracy (cont'd) <ul style="list-style-type: none"> Bridging the Great Divide The Ethics of American PA <ul style="list-style-type: none"> <i>The Concepts of Administrative Responsibility, Competing Ethical Obligations and the Courageous Follower and Servant Leader</i> 	Matthews Chapters 11, 12 & 13; Stillman Chapters 15 & 16; Case Studies 15 & 16; Ethics, Servant Leadership and Followership articles
13	11/11	Contemporary Issues Class Session 2: The Growing Problem of Mental Illness in America <i>UGA School of Social Work (9:00am – 1:00pm)</i>	
14	11/13	No Class Meeting. Group Project Workday.	
15	11/27	<i>Due date for remaining group deliverables. Presentation of group PPT.</i>	

The course syllabus is general plan for the course; deviations announced to the class by the instructor may be necessary.