

INTRODUCTION TO PUBLIC ADMINISTRATION

PADP 3000 ♦ Spring 2018 ♦ MWF 10:10-11:00AM ♦ Journalism 501

Instructor:

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Office Hours:

After class by appt.
Baldwin Hall 415

Course Website:

e-Learning Commons (eLC)

Course Description and Goals:

The legislative, executive, and judicial branches of the United States government form a separation of powers that is decidedly political. But there is much more to government: putting out a fire, testing clean air standards, approving a disability claim, proctoring a driver's license, delivering mail, monitoring defensive air space, community-policing a city, etc. – all of these tasks and more make up a functional administrative state that delivers goods and services to the American public, or public administration (PA).

This course provides an overview of U.S. bureaucracy via introduction to new terminologies, theoretical developments, and practical application. Special emphasis is placed on identifying, analyzing, and providing real-world policy solutions. At the conclusion of the course, students should be able to:

- 1) Define what PA is and its role in current governance.
- 2) Identify managerial, political, and legal values inherent in bureaucracy.
- 3) Assemble an arsenal of terms across numerous PA subfields (e.g. public finance, organizational theory, administrative law, personnel, public management, decision-making, implementation, performance, contracting, networking, ethics, etc.)
- 4) Apply abstract principles to real-world scenarios through digest of various academic readings, discussion, and class activities.
- 5) Build memo writing and critical thinking skills of problem identification, analysis, feasible solution, and implementation.
- 6) Enhance descriptive, conceptual, and prospective sensemaking skills.
- 7) Reflect on their enhanced informational power and self-efficacy in preparation for a post-graduation work environment.

Texts:

The textbook for the course is Don Kettl's *Politics of the Administrative Process*, 7th ed. This edition is required, as weekly readings pull from specific pages across different chapters. Other assigned readings are posted to the class eLC page or are online. The Harvard case study *Budget Woes and Worse Ahead – Pine Street Inn, Boston's Iconic Homeless Shelter, Re-thinks Its Strategy* is required for the course's memo assignment and can be purchased here for \$3.95: <https://case.hks.harvard.edu/budget-woes-and-worse-ahead-pine-street-inn-boston-s-iconic-homeless-shelter-re-thinks-its-strategy/>.

Students with Disabilities:

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the Instructor or designate during regular office hours or by appointment. Meeting at the end of class is also permissible. Any such documentation for accommodation(s) from Disabilities Services should be presented to the Instructor as soon as possible. For more info, contact Disabilities Services at (706) 542-8719.

Academic Integrity:

Academic integrity is a core value of institutions of higher learning. As a UGA 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://honesty.uga.edu/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.

As applied in this course, all examinations and written assignments must be your own work. While class preparation and studying are permitted to be done with others, individual notetaking is strongly encouraged to develop improved understanding of the material. Note that the course syllabus is a general plan for the course; deviation announced to the class by the Instructor may be necessary. Any such deviation(s) will be announced in class.

Classroom Integrity:

This class is run like a bureaucratic unit with students taking on the role of public administration trainees. Like any professional job, you are expected to have completed any assigned readings by your public manager and be in your seat and ready to go by the 10:10AM start to the workday as a courtesy to other trainees, their time, ideas, and contributions. *Should you be late, it is your responsibility to see the Instructor after class to account for your attendance and whereabouts.*

Personal cell phone use is NOT permitted during work hours; all cellular devices and tablets must be turned off, silenced (not in vibrate), or in airplane mode during class and kept off the desk in front of you. The Instructor will keep his phone on in case of emergency. Laptops are permitted for notetaking and class activity purposes only. Violators caught utilizing social media or viewing/streaming content unrelated to trainee learning risk penalty of lower participation points (see next section) and suspension of laptop privileges for the entire class.

Course Requirements:

The final course grade is based on the sum of points earned from two exams (55%); a memo first draft and final draft (25%); and attendance and participation (20%) out of a possible 100 points:

Midterm Exam (Oct 8)	25 pts	Final Exam (Dec 7)	30 pts
Memo First Draft (Oct 25)	10 pts	Attendance	10 pts
Memo Final Draft (Nov 16)	15 pts	Participation	10 pts

Exams. The first exam is worth 25 points and will take place during regular class hours on October 8. The second exam is worth 30 points and will take place during the University-allocated finals week time of 8:00AM–11:00AM on December 7. Both exams are multiple choice (the first includes a few short answer questions). The final is cumulative (roughly 2/3 new material and 1/3 old). Trainees who do well on exams go beyond mere memorization to consider how class terms play out in practice.

A missed exam(s) can only be made up in extreme circumstances (e.g. prolonged illness, death in the family) or travel related to university activities. If you know you will miss an exam, arrangements must be made at least two weeks in advance with the Instructor.

Memo Assignment. Bureaucrats rarely write long papers, instead summarizing relevant information in short form. Developing the ability to communicate *succinctly* is critical because bureaucratic problems are complex and require well-crafted and timely solutions.

The memo assignment is to be completed via a first draft and final draft. Both should be no longer than two full single-spaced written pages where you identify and analyze a problem from the assigned case (page 1) and solve it with three options and one final recommendation (page 2). Attached to the memo is a third page – an appendix of your own design – that indicates how to implement your final recommendation. Specific instructions, format, and tips will be forthcoming across seven **MEMO TUTORIAL** class days. *All trainees should plan now to attend these days for their own benefit.*

The first draft is worth 10 points toward your final grade and is to be submitted through eLC before 7:00PM on Thursday, October 25. It is critical you give yourself ample time – days, not hours – to read the case, organize your thoughts, outline, and write your best first draft possible. Procrastinators cannot receive a good grade given the strategic planning across the semester that will be needed to complete the assignment well.

The final memo draft is worth 15 points and is due on Friday, November 16, before 7:00PM on eLC. First draft feedback should be incorporated into the final revisions. To gauge trainee grit and determination, the final draft must also include a cover sheet on top that lists and explains the top 10 challenges and hurdles you overcame with the assignment between first and final drafts. These may be procedural or even internal struggles you battled along the way. Honesty is welcomed and encouraged.

Grade reductions begin immediately following the 7:00PM eLC lockout for both drafts, up to 50% per day.

Memo Disclaimer. A memo is a direct form of technical writing. It is not an individual research paper, a narrative, or fluff piece. Your goal is to convince the reader to take up a critical course of action, and to do that well requires deep thinking, crisp delivery, strict adherence to statutory criteria, and perseverance despite considerable feedback and criticism you will receive. Your strengths and weaknesses as a writer will be revealed and tested with this assignment. Prior trainees have reported considerable introspection and self-examination as well. The memo writing process is not as easy as you might think, but the rewards are great if you take on the challenge. You will learn how to write a great memo but might learn even more about yourself along the way.

Attendance & Participation. This class involves regular Q&A and discussion, therefore attendance and participation is mandatory. Attendance is calculated by the % of classes attended out of 10 points. Excused absences do not count against the total. To qualify for an excused absence, a trainee must notify the Instructor prior to class and provide documentation of proof upon return; these standards approximate a work environment. Excused absences include UGA-approved events, signed medical excuses, familial deaths, and others at the Instructor’s discretion. In addition, all trainees are permitted TWO unexcused absences to use as they see fit; no notice or documentation is required.

Participation is 10 points and based on a trainee’s ability to regularly and actively engage with the Instructor and others in class – this in addition to answering pop quiz questions and/or being called upon at the Instructor’s discretion. (See full rubric below)

Pts	General Guideline of Participation Expectations
10	Trainee <i>regularly</i> makes voluntary and substantive contributions to class discussion and group work. Comments, questions, and answers to questions posed by the Instructor demonstrate critical thinking and thorough completion of assigned readings.
8	Trainee <i>often</i> makes voluntary contributions to class discussion and group work. Comments, questions, and answers to questions posed by the Instructor demonstrate critical thinking and completion of assigned readings.
6	Trainee <i>occasionally</i> makes voluntary contributions to class discussion and group work. Comments, questions, and answers to questions posed by the Instructor demonstrate critical thinking.
4	Trainee <i>occasionally</i> makes contributions to class discussion and group work. Comments, questions, and answers to questions posed by the Instructor demonstrate minor lack of preparedness.
2	Trainee <i>rarely</i> makes contributions to class discussion and group work if not prodded. Comments, questions, and answers to questions posed by the Instructor demonstrate lack of preparedness.
0	Trainee <i>never</i> makes contributions to class. Comments, questions, and answers to questions posed by the Instructor demonstrate lack of preparedness. This is the individual present in body only.
-1 or more	Trainee is disruptive and/or demonstrates behavior unbecoming of a bureaucrat on the job. Examples include excessive tardiness, hostility, not paying attention, personal email/text messaging/social media during class, disrespect to others, etc.

Letter Grades. A numerical grade of semester points accrued will be translated into a final letter grade in adherence with UGA policy at: <https://reg.uga.edu/students/grades/>. Final letter grades will be accessible on ATHENA beginning December 18 and cannot be communicated by email under any circumstance.

“Excellent”	A 93-100 pts	A- 90-92 pts	
“Good”	B+ 87-89 pts	B 83-86 pts	B- 80-82 pts
“Satisfactory”	C+ 77-79 pts	C 73-76 pts	C- 70-72 pts
“Passing”	D 60-69 pts		
“Failure”	F 0-59 pts		

Week 1: Intro to Public Administration

Monday, August 13

- (1) Syllabus
- (2) Constitutional Foundation:
 - a. Various Authors. (1787). *U.S. Constitution*: Article I, § 8.
 - b. Various Authors. (1787). *U.S. Constitution*: Article II, § 2.
 - c. Various Authors. (1787). *U.S. Constitution*: Article III, § 2.

BUREAUCRATIC DIAGRAM

Wednesday, August 15

- (1) de Tocqueville, A. (1835). *Democracy in America*. (Excerpt)
- (2) Kettl: Ch.3 “What is Public Administration?” (p.59-61)
- (3) Kettl: Ch.3 “Complexity and Simplicity” (p.73-74)
- (4) Pendleton, G.H. (1883). *Pendleton Civil Service Reform Act: Ch.27*, 403-407.

Friday, August 17

- (1) Memo Writing Statute (p.1-4)
- (2) Memo Strategy (p.1)

MEMO TUTORIAL #1: WHAT IS A MEMO?

BIG PICTURE v LITTLE PICTURE

STRATEGIC PLANNING FOR THE ASSIGNMENT

THE PROBLEM ← → SOLUTION CONNECTION

MAPPING AND NORMATIVE CONSIDERATIONS

Week 2: Theory and Values

Monday, August 20

- (1) Kettl: Ch.3 “The Politics-Administration Dichotomy” (p.68-69)
- (2) Wilson, W. (1887). The study of administration. *Political science quarterly*, 2(2), 197-222.

Wednesday, August 22

- (1) Responsibility Readings:
 - a. Kettl: Ch.3 “Administrative Responsibility” (p.69)
 - b. Friedrich, C. J. (1940). Public Policy & Nature of Admin Responsibility in C.J. Friedrich, ed., *Public Policy*. Cambridge: Harvard Univ. Press, 441-446.
- (2) Accountability Readings:
 - a. Kettl: Ch.1 “What is Accountability?” (p.8-9 only)
 - b. Kettl: Ch.1 “Elements of Accountability” & “Holding Admin Accountable” (p.15-17)
 - c. Finer, H. (1941). Administrative Responsibility in Democratic Government. *Public Administration Review* 1, 447-452.

RESPONSIBILITY v. ACCOUNTABILITY CHART

Friday, August 24

- (1) Dahl, R. A. (1947). The science of public admin: Three problems. *Admin Review*, 7(1), 1-11.
- (2) Rosenbloom, D. (1983). Public Administration Theory and the Separation of Powers. *Public Administration Review* 43(3), 219-27.

Week 3: Budgeting and Finance

Monday, August 27

- (1) Kettl: Ch.11 “Budgeting” (p.297-309)

HOMEWORK

Wednesday, August 29

- (1) Kettl: Ch.11 “Bumps in the Federal Budget Process” (p.310-317)
- (2) Key, V. O. (1940). The Lack of a Budgetary Theory. *American Political Science Review*, 34(06), 1137-1144.

Friday, August 31

- (1) Oconee County Approved Budget FY2019.
Link: <https://www.oconeecounty.com/ArchiveCenter/ViewFile/Item/1396>
- (2) UGA Original Budget Summary by Fund Source FY2019.
Link: https://busfin.uga.edu/budget/pdf/FY19_Budget_Summary_by_Fund_Source.pdf
- (3) United Gov't of Athens-Clarke County FY2019 Annual Operating & Capital Budget in Brief.
Link: <https://www.athensclarkecounty.com/DocumentCenter/View/52746/FY19-Budget-in-Brief>

Week 4: Tools and Contracting

Monday, September 3 – **LABOR DAY / NO CLASS**

Wednesday, September 5

- (1) Kettl: Ch.2 “What Government Does” (p.39-49)
- (2) Kettl: Ch.12 “Problems with Contracting” (p.341-344)
- (3) Milward, H. B., & Provan, K. G. (2000). Governing the hollow state. *Journal of Public Administration Research and Theory*, 10(2). (p.359-366 only)

HOMEWORK

Friday, September 7

- (1) Reagan, R. (1987). "Statement on the President's Commission on Privatization." Online by G. Peters & J. T. Woolley, *The American Presidency Project*.
Link: <http://www.presidency.ucsb.edu/ws/?pid=34753>
- (2) Brown, T. L., Potoski, M., & Van Slyke, D. M. (2006). Managing public service contracts: Aligning values, institutions, and markets. *Public Administration Review*, 66(3), 323-331.

CONTRACT ACTIVITY

Week 5: Admin Law, Rulemaking, and Adjudication

Monday, September 10

- (1) Kettl: Ch.12 “Interweaving through Federalism” (p.335-337)
- (2) Kettl: Ch.13 “Regulation Foundation” thru “Regulation of Regulators” (p.363-375)
- (3) Administrative Procedure Act. (1946). §551 & 553. (yellow highlight p.1-2; 39-40)

HOMEWORK

Wednesday, September 12

- (1) Administrative Procedure Act. (1946). §551 & 554-556. (green highlight p.2; 40-46)
- (2) SCOTUS. (1908). *Londoner v. City & County of Denver*, 210 U.S. 373.
Link: https://en.wikipedia.org/wiki/Londoner_v._City_and_County_of_Denver
- (3) SCOTUS. (1918). *Bi-Metallic Investment Co. v. State Board of Equalization*, 239 U.S. 441.
Link: https://en.wikipedia.org/wiki/Bi-Metallic_Investment_Co._v._State_Board_of_Equalization

Friday, September 14

- (1) CASE BRIEF: “Admin Law in Practice - Does Woodrow Have a Case?”

Week 6: Power and Transparency

Monday, September 17

- (1) Kettl: Ch.5 “Executive Office of the WH”, “OMB”, & “The NSC” (p.129-133)
- (2) Kettl: Ch.14 “Separation of Powers” thru “Changes in GAO’s Strategy” (p.393-405)

Wednesday, September 19

- (1) Long, N. E. (1949). Power and administration. *Public Admin Review*, 9(4), 257-264.
- (2) de Cremer, D. (2016): “When Transparency Backfires, and How to Prevent It.” Online by *Harvard Business Review*. <https://hbr.org/2016/07/when-transparency-backfires-and-how-to-prevent-it>
- (3) Power Types

Friday, September 21

POWER PLAY

Week 7: Organization and Leadership

Monday, September 24

- (1) Kettl: Ch.5 “Executive Branch Components” thru “Field Offices” (p.120-126)
- (2) Kettl: Ch.4 “Organizational Theory” thru “The Bureaucratic Model” (p.85-92)
- (3) Simon, H. A. (1946). The proverbs of administration. *PAR*, 6(1). (Focus on defining specialization; unity of command; span of control; & purpose, process, client, place)

Wednesday, September 26

- (1) Kettl: Ch.5 “Systems Theory” thru “Criticism” (p.94-106)
- (2) Wart, M. V. (2003). Public-Sector leadership theory: An assessment. *PAR*, 63(2). (Focus on FIGURE 1 model, TABLE 1 eras, and TABLE 2)

Friday, September 28

LEADERSHIP DEBATE

Week 8: Personnel and Human Capital

Monday, October 1

- (1) Kettl: Ch.6 “The Role of Staff” (p.154-155; Focus on line and staff distinctions)
- (2) Kettl: Ch.8 “Position Classification” thru “[Job] Separation” (p.205-214)
- (3) Kettl: Ch.9 “Senior Executive Leadership” (p.250-252)

JOB TALK DAY

Wednesday, October 3

- (1) Kettl: Ch.8 “Unionization & Collective Bargaining” thru “Hatch Act” (p.216-221)
- (2) Hatch, C. (1939; 2012). *Hatch Act: An Act to Prevent Pernicious Political Activities*.
- (3) Kettl: Ch.9 “Human Capital” (p. 233-236)

Friday, October 5

- (1) Kettl: Case 9.1 “The Brain Train: Planning for the Coming Retirement Boom” (p.257 - Ignore the “Questions to Consider”)
- (2) Kettl: Ch.9 “The Changing Workforce” (p.254)
- (3) Memo Writing Statute (p.1-2)

MEMO TUTORIAL #2: IDENTIFYING THE BACKGROUND
REFINING TOWARD A CONCISE PROBLEM
INTRODUCTION TO ANALYSIS

Week 9: Decisions, Sensemaking, and Logic

Monday, October 8

MIDTERM EXAM

Wednesday, October 10

EXAMS RETURNED

- (1) Kettl: Ch.10 “Decision Making” (p.267-278)
- (2) Meltsner, A. J. (1972). Political feasibility and policy analysis. *Public Administration Review*, 859-867. (Focus on definitions of feasibility, policy space, and policy issue areas)

MEMO TUTORIAL #3: MEMO DECISIONS YOU CAN EXPECT
POLICY SPACE AND ISSUE AREA CONSIDERATIONS
FEASIBILITY, VISIBILITY, & TIME

Friday, October 12

- (1) Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization science*, 16(4), 409-421. (Focus on definitions of sensemaking and descriptive sensemaking, p.409-413)
- (2) Unknown. (2018). “SWOT Analysis.” Online by the Minnesota Department of Health. Link: <http://www.health.state.mn.us/divs/opi/qi/toolbox/swot.html>
- (3) Memo Strategy (p.1)

MEMO TUTORIAL #4: MAKING SENSE IN YOUR MEMO
STRATEGIC PLANNING REFRESH
USING SWOT ANALYSIS
BUILDING A LOGIC MODEL

Week 10: Organizational Behavior and Change

Monday, October 15

- (1) Kettl: Ch.6 “Organizational Problems” thru “Vertical Coordination” (p.145-154)
- (2) Fernandez, S., & Rainey, H. G. (2006). Managing successful organizational change in the public sector. *Public administration review*, 66(2), 168-176.

Wednesday, October 17

- (1) Perry, J. L. (1996). Measuring public service motivation: An assessment of construct reliability and validity. *Journal of public admin research and theory*, 6(1), 5-22. (Focus on six dimensions p.5-7 and EXHIBIT 1 p.10-11)
- (2) Wright, B. E., & Davis, B. S. (2003). Job satisfaction in the public sector the role of the work environment. *American Review of Public Administration*, 33(1), 70-90. (Focus on job satisfaction definition p.70-72, FIGURE 1 p.77, and skim Appendix)
- (3) Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in orgs? *The Academy of Mgmt Perspectives*, 21(1), 36-59. (Focus on TABLE 1 definitions and FIGURE 1, p.38-39)

Friday, October 19

(1) Memo Writing Statute (p.2-4)

(2) Memo Strategy (p.1)

MEMO TUTORIAL #5: OUTLINING YOUR MEMO
REFINING YOUR ANALYTICAL FACTORS
THREE OPTIONS WITH PUBLIC VALUE
WRITING A STRONG FINAL RECOMMENDATION

Week 11: Implementation and Goal Ambiguity

Monday, October 22

(1) Kettl: Ch.12 “Implem. & Perform.” thru “Judging Program Success & Fail” (p.327-330)

(2) Kettl: Ch.12 “Organizational Pathologies” (p.333)

(3) O’Toole Jr, L.J., & Montjoy, R.S. (1984). Interorganizational policy implementation: A theoretical perspective. *Public Administration Review*, 491-503. (Focus on FIGURE 1)

(4) Matland, R. E. (1995). Synthesizing the implementation literature: The ambiguity-conflict model of policy implementation. *JPART*, 5(2), 145-174. (Focus on top-down and bottom-up definitions, p.145-150)

Wednesday, October 24

(1) Matland, R. E. (1995). Synthesizing the implementation literature: The ambiguity-conflict model of policy implementation. *JPART*, 5(2), 145-174. (Focus on “Policy Ambiguity” thru EXHIBIT 1, p.157-160)

(2) Memo Writing Statute (p.3-4)

(3) Memo Strategy (p.1)

MEMO TUTORIAL #6: MEMO IMPLEMENTATION
STRUCTURE, FORMALIZATION, OR CULTURE APPENDICES
DISTINGUISHING THE ‘WHAT’ FROM THE ‘HOW’
FINAL MEMO QUESTIONS

Thursday, October 25

MEMO FIRST DRAFT DUE before 7:00PM on eLC

Friday, October 26 – **FALL BREAK / NO CLASS**

Week 12: Administrative Reform and Performance

Monday, October 29 – **STILL GRADING / NO CLASS**

Tuesday, October 30

MEMOS RETURNED – review your feedback prior to class

Wednesday, October 31

(1) Kettl: Ch.7 “Administrative Reform” (p.173-175)

(2) Hood, C. (1991). A public management for all seasons?. *Public administration*, 69(1), 3-19. (Focus on TABLE 2 and coupling definition on p.11)

(3) Wise, L. R. (2002). Public management reform: Competing drivers of change. *Public Administration Review*, 62(5), 556-567. (Focus on TABLE 1 social equity, democratization, and humanization definitions on p.558)

REFORMS CHART

MEMO DATA COLLECTION

Friday, November 2

(1) Behn, R. D. (2003). Why measure performance? Different purposes require different measures. *Public Administration Review*, 63(5), 586-606. (Focus on TABLE 1)

(2) Bouckaert, G., & Peters, B. G. (2002). Performance measurement and management: The Achilles’ heel in administrative modernization. *Public performance & mgmt review*, 25(4), 359-362.

MEMO TUTORIAL #7: MEMO PERFORMANCE EVALUATION
USING FEEDBACK TO YOUR ADVANTAGE
FINAL DRAFT EXPECTATIONS

Week 13: Networking, Collaboration, and Non-Profit Partners

Monday, November 5

- (1) Kettl: Ch.4 “The Challenge of Interwoven Governance” (p.106-108)
- (2) Kettl: Ch.12 “Networked Government” (p.334-335)
- (3) Isett, K. R., Mergel, I. A., LeRoux, K., Mischen, P. A., & Rethemeyer, R. K. (2011). Networks in public administration scholarship: Understanding where we are and where we need to go. *JPART*, 21(suppl_1), i157-i173. (Focus on definitions of policy, collaborative, and governance networks, p.i157-i158 AND definition of network, p.i160-161)

Wednesday, November 7

- (1) Kettl, D. F. (2006). Managing boundaries in American administration: The collaboration imperative. *Public Administration Review*, 66(s1), 10-19. (Focus on FIVE boundary types)
- (2) Ansell, C., & Gash, A. (2008). Collaborative Governance in Theory and Practice. *JPART*, 18(4), 543-571. (Focus on FIGURE 1 on p.550)
- (3) Carman, J. G., & Nesbit, R. (2013). Founding new nonprofit organizations: syndrome or symptom?. *Nonprofit and Voluntary Sector Quarterly*, 42(3), 603-621. (Focus on TABLE 2 on p.612 and Implications-Conclusion p.614-616)

Friday, November 9 – bring one piece of paper, writing utensil, and laptops to class for Internet access
NETWORKING NPO BOUNDARIES

Week 14: Citizen Interaction, Burden, and Trust

Monday, November 12

- (1) Vigoda, E. (2002). From responsiveness to collaboration: Governance, citizens, and the next generation of public admin. *PAR*, 62(5), 527-540. (Focus on definitions of responsiveness, speed, and accuracy on p.528-529, FIGURE 1 on p.531, and FIGURE 2 on p.534)
- (2) Moynihan, D., Herd, P., & Harvey, H. (2014). Administrative burden: Learning, psychological, and compliance costs in citizen-state interactions. *JPART*, 25(1), 43-69. (Focus on administrative burden definition and TABLE 1)

Wednesday, November 14

- (1) Yang, K. (2005). Public administrators' trust in citizens: A missing link in citizen involvement efforts. *Public Administration Review*, 65(3), 273-285.
- (2) Fledderus, J., Brandsen, T., & Honingh, M. (2014). Restoring trust through the co-production of public services: A theoretical elaboration. *Public Mgmt Review*, 16(3), 424-443. (Focus on definitions of co-production, trust, & calculus / knowledge / identification-based and “Increasing Self-Efficacy” thru “Building Trust Networks” p.433-437)

SELECT VIDEOS

Friday, November 16 – **POLISH FINAL DRAFT / NO CLASS**

MEMO FINAL DRAFT (with cover sheet) DUE before 7:00PM on eLC

HOMEWORK: write a PA question for our guest speaker and bring to class 11/26

Week 15: Thanksgiving – HOLIDAY / NO CLASS

Week 16: Reflections on the Field

Monday, November 26

- (1) Kettl: Ch.14 “Big Questions” (p.409-410)
- (2) Maynard-Moody, S., & Musheno, M. (2000). State agent or citizen agent: Two narratives of discretion. *Journal of Public Administration Research and Theory*, 10(2), 329-358.
- (3) De Vries, H., Bekkers, V., & Tummers, L. (2016). Innovation in the public sector: A systematic review and future research agenda. *Public administration*, 94(1), 146-166.

Wednesday, November 28

BUREAUCRAT GUEST SPEAKER: Mr. Alexander Newell, M.P.A.
Internal Services Director,
Oconee Co. Board of Commissions

Friday, November 30

CONCEPTUALIZING THE FIELD

Week 17: Ethics Coda & Final Exam

Monday, December 3

- (1) Stewart, D. (1985). Ethics and the profession of public administration: The moral responsibility of individuals in public sector organizations. *Public Admin Quarterly*, 487-495.
- (2) Woller, G. M. (1998). Toward a reconciliation of the bureaucratic and democratic ethos. *Administration & Society*, 30(1), 85-109. (Focus on identifying key terms)

TRAINEE GRADUATION CEREMONY

MY GIFT TO YOU

COURSE EVALUATIONS

Tuesday, December 4 – **READING DAY / NO CLASS**

Wednesday, December 5 – **READING DAY / NO CLASS**

Friday, December 7

FINAL EXAM at "special" time 8:00AM-11:00AM