IDEAS & ISSUES IN PUBLIC ADMINISTRATION  
(PADP 8710: SPRING 2020)

Course Instructor:  
Dr. George A. Krause  
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(706) 542-2884 (Athens PADP Office Phone)  
(706) 583-0610 (Athens PADP Office Fax)  
gkrause@uga.edu (E-mail)

Course Information:  
Time: Tuesday: 3:35pm-6:15pm  
Where: 202 Baldwin Hall  
Office Hours: Tuesday: 1:00pm-3:00pm &  
By Appointment

COURSE DESCRIPTION

This course provides a survey of scholarly research on public administration and topics in related cognate fields and disciplines. Although the course is geared towards Ph.D. students seeking to conduct original scholarly research in public administration, Ph.D. students in related disciplines and fields (e.g., Political Science, Higher Education Administration) are also welcomed. Masters’ degree students are permitted to take this course, subject to instructor approval. This course also provides additional readings, in the form of supplementary readings for each seminar topic, plus major theme readings appearing at the end of the course syllabus, to assist students in their preparation for Ph.D. comprehensive exams. By no means should the readings appearing in this syllabus be construed as a comprehensive listing. Rather, these readings, coupled with the various assigned and listed readings in other Public Administration coursework, should provide students with the requisite breadth and depth of public administration scholarship for both academic and professional purposes.

The first week of the course provides a thematic perspective on the evolution of some of the major themes and theories employed to analyze public administration during the past century. The remainder of the course is divided into three sections. The first unit will cover administrative operations – that is, the “mechanical functioning” of public agencies (i.e., tasks, inter-organizational coordination, human capital, decision-making, and leadership). The second unit focuses on administrative governance – that is, understanding how public agencies perform their duties within a broader organizational and institutional context (i.e., organizational structures, administrative reforms, and expertise & motivation). The third unit covers administrative accountability – that is, analyzing the representative and political forces that help shape public administration (i.e., descriptive and substantive representation, external influence emanating from political and organized interests, types of public administrators, and “hardwiring” via institutional mechanisms).
There are no required textbooks for the class. All required assigned readings can be accessed online in the form of journal articles or working papers. In a few instances where required assigned readings are not available online (e.g., a working paper of the instructor), the instructor will distribute electronic copies to students the week preceding the seminar where this material will be discussed. Each student is required to download and print hard copies of ALL required assigned readings on their own (i.e., it is not the instructor’s responsibility to provide this content on your behalf).

CLASS STRUCTURE

- **SESSION A:** 3:35pm – 4:50pm (75 minutes)
- **BREAK:** 4:50pm–5:00pm (10 minutes)
- **SESSION B:** 5:00pm – 6:15pm (75 minutes)

CLASSROOM RESPECT & ATTENDANCE POLICIES

It is important to maintain a healthy learning environment so that everyone can feel free to participate. All members of the class are expected to behave in both a respectful and civil manner towards one another.

Students will not be permitted to use laptop computers during class sessions, unless noted by the instructor. Students will need to bring hard copies of their required assigned readings to seminar sessions.

To ensure that we get through the material of the course, I encourage students to ask questions, but as instructor I reserve the right to meet up with students outside of class sessions who are in need of additional assistance beyond what the instructor can supply during the time allotted for class. My regularly scheduled office hours will be held on Tuesday afternoons from 1:00pm–3:00pm. In addition, I will be available for appointments if assistance in needed outside of these regularly scheduled office hours. I encourage each of you to stop by on a regular basis to discuss the course content that we are covering, as well as the development of your original scholarly research projects for this course.

Students seeking to miss a class for health, professional, or emergency reasons are encouraged to obtain an excused absence by notifying the instructor in advance and supplying verifiable documentation of the class absence in a timely manner. The instructor reserves the right to approve or deny excused absences based on the circumstances of each request. Students will be penalized by 3.33% (i.e., 0.033) of their final course total weighted points for each unexcused absence.
STUDENTS WITH DISABILITIES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Clark Howell Hall at UGA Athens campus (https://drc.uga.edu/) within the first two weeks of the term so that accommodations can be investigated on your behalf. Disability Resource Center will verify your disability and determine reasonable accommodations for this course.

ACADEMIC HONESTY

Cheating, plagiarism, and unauthorized assistance will not be tolerated. Students suspected of violating the University of Georgia’s Academic Honesty Policy (https://honesty.uga.edu/Academic-Honesty-Policy/) will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score (F grade) for any given assignment, and possibly an F course grade, will be imposed.

COURSE PEDAGOGY & EXPECTATIONS

Each student will serve as a seminar leader three (3) times during the course of the semester, each one constituting approximately one-half of a seminar session (i.e., ≈ 75 minutes). All remaining seminar sessions in this course will be led by the instructor. This arrangement requires all students to fully participate in a professional manner during class seminar discussions, read all of the assigned required readings for a given class before we meet, and be prepared to both engage and discuss this material within a seminar setting. The quality of the seminar depends heavily upon the caliber of student engagement with these materials – as well as with one another. Although the class seminar discussions constitute a collaborative enterprise, written assignments will be done independently by each student. That is, implicit or covert collaboration on all writing assignments is forbidden.

Seminar sessions will function in the following manner. At least one week leading up to a given session, each student will be required to read and take notes on the required assigned readings prior to the seminar session. Students should focus on (1) summarizing the contents of the article, (2) raise well-grounded issues and concerns about the research (e.g., theory, empirical design and execution, etc…), and (3) propose solutions to their stated concerns. The seminar leader(s) will submit discussion questions pertaining to required assigned readings to the entire class by no later than prior Sunday afternoon at 5:00pm. The seminar leader’s discussion questions will serve as the basis for seminar discussion, though the instructor reserves the right to refocus/redirect/expound upon the discussion as they deem appropriate throughout the seminar session.
COURSE OBJECTIVES

1. Comprehend, synthesize, and critique the required assigned readings.

2. Set forth creative, persuasive, and well-grounded original ideas that extends our current state of knowledge on this subject matter (in the form of rethinking an existing research problem or addressing a brand new research problem).

3. Advancing a promising original scholarly research project of interest to public administration scholars that is well-thought out, theoretically informed, and empirically crafted in an appropriate manner.

4. Provide effective, constructive feedback on a classmate’s research that will facilitate the development of the next stage of their research project.

The attainment of these course objectives is analyzed by the required assignments listed below.

REQUIRED ASSIGNMENTS

A. Evaluation of Comprehension, Synthesis, & Critique of Research (Total: 40%):

A.1 Seminar Session Leader: 30%

A.2 Discussant for Research Paper: 10%

The seminar leader will formulate research discussion questions directly based on the assigned readings, plus lead discussion. Each student is expected to be able to effectively lead and facilitate discussion based upon the assigned readings and literature review questions made available by the instructor. At the same time, however, all other participants will also be held responsible for actively participating in a professional manner. Failure to regularly participate in a productive manner as a non-seminar leader participant will adversely affect one’s grade on this portion of their final course grade.

The discussant role pertains to critiquing a colleague’s original research paper at the end of the semester. This should appear in the form of a 2-3 single spaced typed pages of comments submitted jointly to both the author and instructor at the time of the original research paper presentations at the seminar research symposium scheduled for Tuesday April 21, 2020 during regularly scheduled class hours. The first 10%-25% of discussant written remarks should be dedicated to a preamble consisting of a brief statement about what the paper is about, and what are its strengths. The remaining 75%-90% of these
B. Evaluation of Extensions & New Ideas to the Existing Literature (Total: 15%)

B.1 Original Research Proposals: 15% (3 Proposals x 5% Per Proposal)

Each original research proposal will address a topic covered in one of the three major sections of the course. Students can develop an original research question and empirical design motivated by any of the required assigned or supplementary readings. These questions are intended to push students beyond the Comprehension, Synthesis, & Critique of the Literature that occurs with the course readings and class seminar sessions by having each student begin to generate their own original research ideas that are grounded in the substantive literature. These original research proposals will be 5 pages long (double-spaced, excluding endnotes & references), and must conform to the APSA Style Manual. These short essays are required to be submitted to the instructor at the very beginning of class noted in the course schedule.

C. Evaluation of Original Scholarship (Total: 45%)

C.1 Completed Draft of Research Paper: 15% (Due Tuesday March 31, 2020)

C.2 Final Version of Research Paper: 30% (Due Thursday April 16, 2020)

The research paper will consist of an original scholarly inquiry into a substantive problem relating to the topics broadly covered in the course. This paper must be sufficiently distinct from other papers being used to satisfy course requirements, as deemed by the instructor. This paper should be written as a journal-style article manuscript and must comprise the following components:

(1) stating a research puzzle/question [incorporating a literature review];

(2) A theory used to explain the puzzle/question (including central hypotheses);

(3) substantive information on the empirical laboratory used to analyze the linkage between theory and puzzle/question;

(4) data, ancillary hypotheses, and research methods;

(5) empirical findings; and

(6) conclusion/implications.
All paper topics must obtain formal approval by the instructor by **no later than Tuesday February 3, 2020 at 3:00pm**.

The research paper presentation will be limited to 12-15 minutes (with a hard time limit at 15 minutes) which, with the discussant having 5-7 minutes (with a hard 7 minute limit) following the research paper presentation, before we open discussion to the floor. Students are required to provide their presentation and discussant commentary using presentation slides (e.g., PowerPoint, Beamer)

Failure to complete any assignment (including the Research Paper topic approval) in a timely manner consistent with the instructor's deadlines will automatically result in zero points for that particular assignment/project. Students will not be granted an “I” (Incomplete) grade unless under dire circumstances as deemed by the instructor.

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**Final Research Paper Presentations**  
**Tuesday April 21, 2020: 3:35pm-6:15pm**

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**INDIVIDUAL ITEM GRADING SCALE**

I will grade items on a letter/point system, and each item will be weighted by the proportion noted above:

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<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.25</td>
<td>B−−/C+</td>
<td>2.625</td>
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<tr>
<td>A+/A</td>
<td>4.125</td>
<td>B−/C+</td>
<td>2.50</td>
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<tr>
<td>A</td>
<td>4.00</td>
<td>B−/C++</td>
<td>2.375</td>
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<td>A/A−</td>
<td>3.875</td>
<td>C+</td>
<td>2.25</td>
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<tr>
<td>A−</td>
<td>3.75</td>
<td>C+/C</td>
<td>2.125</td>
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<tr>
<td>A−−/B+</td>
<td>3.625</td>
<td>C</td>
<td>2.00</td>
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<tr>
<td>A−/B+</td>
<td>3.50</td>
<td>C/C−</td>
<td>1.875</td>
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<tr>
<td>B++</td>
<td>3.375</td>
<td>C−</td>
<td>1.75</td>
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<td>B+</td>
<td>3.25</td>
<td>C−−/D+</td>
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<td>B+/B</td>
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<td>0.00</td>
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The “in-between” grades on individual assignments is to the benefit of students to minimize rounding effects. Because the final grade distribution is based on a series of assignments (as opposed to a single item), the final course grade distribution based on your weighted course average from all assignments is given below as follows (with no rounding up):

**FINAL COURSE GRADE DISTRIBUTION**  
*(BASED ON WEIGHTED COURSE AVERAGE: ALL ASSIGNMENTS)*

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<tr>
<th>Letter Grade</th>
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<td>A</td>
<td>3.75 – 3.99</td>
<td>C</td>
<td>2.25 – 2.49</td>
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<td>A–</td>
<td>3.50 – 3.74</td>
<td>C–</td>
<td>2.00 – 2.24</td>
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<td>B–</td>
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COURSE OUTLINE & TIMETABLE

Note: The tempo may vary throughout the semester. Asterisks (*) denote content that may or may not be covered, conditional on the tempo throughout the semester.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Course Topics/Subject Material</th>
<th>Seminar Leader(s)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1/14/2020</td>
<td>Key Foundational Themes in Public Administration</td>
<td>Krause</td>
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<tr>
<td></td>
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<td><strong>UNIT 1: ADMINISTRATIVE OPERATIONS</strong></td>
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<tr>
<td>2</td>
<td>1/21/2020</td>
<td>Functioning of Administrative Organizations, I: Tasks</td>
<td>Krause (Part 1)</td>
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<td>Kanso (Part 2)</td>
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<td>3</td>
<td>1/28/2020</td>
<td>Functioning of Administrative Organizations, II: Coordination</td>
<td>Hines (Part 1)</td>
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<td>Choi (Part 2)</td>
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<td>Trusczynski (Part 2)</td>
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<tr>
<td>5</td>
<td>2/10/2020</td>
<td>Decision-Making &amp; Leadership and Managerial Capabilities within Administrative Organizations:</td>
<td>Krause (Part 1)</td>
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<td>Kanso (Part 2)</td>
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<td><strong>UNIT 2: ADMINISTRATIVE GOVERNANCE</strong></td>
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<td>6</td>
<td>2/17/2020</td>
<td>Hierarchies, Networks, and Markets in Public Administration</td>
<td>Hines (Part 1)</td>
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<td>[Original Research Proposal # 1 Due in Class]</td>
<td>Choi (Part 2)</td>
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<td>7</td>
<td>2/24/2020</td>
<td>Administrative Reforms: The Promise and Perils of Performance</td>
<td>Kim (Part 1)</td>
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<td>Trusczynski (Part 2)</td>
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<td>8</td>
<td>3/3/2020</td>
<td>Public Administration’s Internal Environment: Expertise, Motivation, and Performance</td>
<td>Krause (Part 1)</td>
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<td></td>
<td>Kanso (Part 2)</td>
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<td>9</td>
<td>3/10/2020</td>
<td><strong>SPRING BREAK WEEK (NO CLASS)</strong></td>
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<td>10</td>
<td>3/17/2020</td>
<td>RESEARCH PAPER WORKSHOP SESSION # 1</td>
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<td>[Original Research Proposal # 2 Due in Class]</td>
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<td><strong>UNIT 3: ADMINISTRATIVE ACCOUNTABILITY</strong></td>
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<td>11</td>
<td>3/24/2020</td>
<td>Representative Bureaucracy: Descriptive and Substantive Representation in Public Administration</td>
<td>Kim (Part 1)</td>
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<td>Trusczynski (Part 2)</td>
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<td>12</td>
<td>3/31/2020</td>
<td>Public Administration’s External Environment: Political Institutions and Organized Interests</td>
<td>Krause</td>
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<td>[RESEARCH PAPER DRAFT DUE]</td>
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<td>Choi (Part 2)</td>
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<tr>
<td>14</td>
<td>4/14/2020</td>
<td>Ex Ante Controls, Credible Commitment, and Agency Design</td>
<td>Krause</td>
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<td>15</td>
<td>4/21/2020</td>
<td>RESEARCH PAPER WORKSHOP SESSION # 2</td>
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<td>[Original Research Proposal # 3 Due in Class; Final Papers Due on 4/25]</td>
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<tr>
<td>16</td>
<td>4/28/2020</td>
<td><strong>RESEARCH SYMPOSIUM</strong></td>
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<td>[Discussant Comments Due in Class]</td>
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A. THE ELEMENTS OF PUBLIC ADMINISTRATION (1 week)

WEEK 1: Key Foundational Themes in Public Administration
(Tuesday January 14, 2020)

WEEK 1 SEMINAR LEADER: Krause [ALL]

Required Assigned Readings


Supplementary Readings


B. ADMINISTRATIVE OPERATIONS (4 weeks)

WEEK 2: Functioning of Administrative Organizations, I: Tasks
(Tuesday January 21, 2020)

WEEK 2 SEMINAR LEADERS: Krause (Tasks, PT. 1) & Perren (Tasks, PT. 2)

Required Assigned Readings


**Supplementary Readings**


WEEK 3: Functioning of Administrative Organizations, II:
Inter-Agency, Inter-Governmental, Inter-Sector Coordination
(Tuesday January 28, 2020)

WEEK 3 SEMINAR LEADERS: Hines (Coordination, PT. 1) & Choi (Coordination, PT. 2)

Required Assigned Readings


**Supplementary Readings**


WEEK 4: Human Capital in Administrative Organizations:
Recruitment, Staffing, and Personnel Decisions
(Tuesday February 3, 2020)

WEEK 4 SEMINAR LEADERS: Kim (R, S, & P, PT. 1) & Trusczynski (R,S, & P, PT. 2)

Required Assigned Readings


Supplementary Readings


WEEK 5: Modern Approaches to Decision Making & Leadership and Managerial Capabilities within Administrative Organizations
(Tuesday February 10, 2020)

WEEK 5 SEMINAR LEADERS: Krause (Decision Making) & Perren (Leadership & Managerial Capabilities)

Required Assigned Readings


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**Supplementary Readings**


C. ADMINISTRATIVE GOVERNANCE (3 weeks)

WEEK 6: Hierarchies, Networks, and Markets in Public Administration  
(Tuesday February 17, 2020)

WEEK 6 SEMINAR LEADERS: Hines (H, N, & M, PT. 1) & Choi (H, N, & M, PT. 2)

Required Assigned Readings


Supplementary Readings


**WEEK 7: Administrative Reforms: The Promise and Perils for Performance**
(Tuesday February 24, 2020)

**WEEK 7 SEMINAR LEADERS:** Kim (Performance, PT. 1) & Trusczynski (Performance, PT. 2)

**Required Assigned Readings**


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**Supplementary Readings**


WEEK 8: Public Administration’s Internal Environment:
Expertise, Motivation, and Performance
(Tuesday March 3, 2020)

WEEK 8 SEMINAR LEADERS: Krause (E, M, & P, PT. 1) & Perren (E, M, & P, PT. 2)

Required Assigned Readings


*Supplementary Readings*


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**WEEK 9: NO CLASS – UGA SPRING BREAK**
(Tuesday March 10, 2020)

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**WEEK 10: Research Paper Workshop Session # 1**
(Tuesday March 17, 2020)
D. ADMINISTRATIVE ACCOUNTABILITY (4 weeks)

WEEK 11: Representative Bureaucracy:
Descriptive and Substantive Representation in Public Administration
(Tuesday March 24, 2020)

WEEK 11 SEMINAR LEADERS: Kim (D&S Representation, PT. 1) & Trusczynski
(D&S Representation, PT. 2)

Required Assigned Readings


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**Supplementary Readings**


- Norma M. Riccucci, Gregg G. Van Ryzin and Huafang Li, “Representative Bureaucracy and the Willingness to Coproduce: An Experimental Study,” *Public Administration Review* 76, 1 (January-February 2016): 121-130


**WEEK 12: Public Administration’s External Environment: Political Institutions & Organized Interests (Tuesday March 31, 2020)**

**WEEK 12 SEMINAR LEADER: Krause [ALL]**

**Required Assigned Readings**


Supplementary Readings


WEEK 13: Accountability of Public Administrators: Elected, Appointed, Careerists, and Independent Experts (Tuesday April 7, 2020)

WEEK 13 SEMINAR LEADERS: Hines (Accountability, PT. 1) & Choi (Accountability, PT. 2)

Required Assigned Readings


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**Supplementary Assigned Readings**


WEEK 14: *Ex Ante* Controls, Credible Commitment, and Agency Design  
(Tuesday April 14, 2020)

**WEEK 14 SEMINAR LEADER:** Krause

**Required Assigned Readings**


Supplementary Readings


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WEEK 15: Research Paper Workshop Session # 2
(Tuesday April 21, 2020)

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WEEK 16: RESEARCH SYMPOSIUM SESSION
(Tuesday April 28, 2020)
ADDITIONAL TOPICS RELEVANT TO PADP 8710 & STUDENT PH.D. TRAINING [INCLUDING COMPREHENSIVE EXAMINATION PREPARATIONS] BUT NOT COVERED DURING THE SEMINAR

T1. Classic Foundational Perspectives on Public Administration


  


T2. Modern Foundational Perspectives on Public Administration


- Kenneth J. Meier and Laurence J. O’Toole, Jr., *Bureaucracy in a Democratic State: A Governance Perspective*


T3. Historical and Development Foundations of the Administrative State


- Brian J. Cook, Democracy and Administration: Woodrow Wilson’s Ideas and the Challenges of Public Management (Baltimore: Johns Hopkins University Press, 2007)


**T4. State of the Public Administration Field**


T5. ORGANIZATIONAL THEORY


T6. NEW INSTITUTIONALISM & THE ECONOMICS OF ORGANIZATION


