



**School of Public &
International Affairs**
UNIVERSITY OF GEORGIA

**PUBLIC ADMINISTRATION 6910:
PUBLIC ADMINISTRATION & DEMOCRACY**

SYLLABUS

**SUMMER SEMESTER 2020
ONLINE CONTENT**

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Please feel free to email me at any time. (Please use both addresses to ensure that I receive your email.) Also, please feel free to call between 8:00 a.m. and 11:00 p.m. If I am unavailable when you call, leave a message and I will respond as soon as I can. Email is the preferred form of contact.

COURSE DESCRIPTION

Public administration can be described as the process of developing and implementing government policies. Compared with the private sector, government should pursue both efficiency and democratic values, such as equity and accountability. This course will focus on the unavoidable strain and value conflicts that exist between public officials and stakeholders including politicians, constituents, and interest groups. The main goal of this class is to help students understand the principles of public administration, the political environment of public administration, and the conflicts between administration and politics through the development and implementation of policies. To that end, PADP 6910 will provide an overview of the history of public administration, a body of prominent theories and research, and the relationship between public administration and politics.

STUDENT LEARNING OBJECTIVES

This course is designed to help students:

1. Understand the role of public administration within a democracy, and the various tensions and tradeoffs that this entails for both governance and representation.
2. Master the application of various theories of administrative processes (e.g., normative, and positive democratic theories, organizational theories, personnel theories, and decision-making theories) to substantive problems encountered by public administrators.
3. Obtain a broad understanding of the various components of public administration, including the functions of government; accountability; the challenges confronting public bureaucracies operating in a democratic government; the personnel function (political appointees versus civil servants distinction, human capital theory and bureaucratic performance); policymaking & implementation (decision-making processes, budgeting, implementation, regulation & the courts, and political guidance & oversight).

INTEGRATION WITH MPA COMPETENCIES

PADP 6910 is a foundational course designed to introduce students to the major ideas and concepts in public administration. Accordingly, the course is integrated with MPA competencies, as outlined below.

Competency 1: To Lead and Manage in Public Governance

Students will learn the implications of the unique political and legal environment in the public sector and its human management implications. They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.

Competency 2: To Participate in the Public Policy Process

Students in the Master of Public Administration program at the University of Georgia will understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy. They will develop the ability to interpret and persuasively communicate information regarding policy alternatives through memoranda and presentations. Additionally, students will analyze policy alternatives using quantitative and qualitative tools to evaluate decisions and explain potential ramifications for diverse constituencies. They will learn to manage financial resources and develop a comprehensive budget proposal to achieve organizational goals.

Competency 3: To analyze, synthesize, think critically, solve problems and make decisions

Students in the Master of Public Administration program at the University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning

for decision-making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings. Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.

Competency 4: To articulate and apply a public service perspective

Students in the Master of Public Administration program at the University of Georgia will understand and appreciate the intellectual history of American public administration, competing ideological frameworks, and major issues or controversies that have emerged over time. They will learn to apply the profession's code of ethics to decisions and value conflicts unique to the public sector, ensuring practices remain accountable and transparent. Moreover, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

Competency 5: To Communicate with a Diverse Workforce and Citizenry

Students will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions. Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served. Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

REQUIRED TEXTS

Two texts are required. You can find them in the UGA bookstore or order them online elsewhere.

Kettl, Donald F. *Politics of the Administrative Process*. 7th Edition. Thousand Oaks, CA: Sage, 2018. ISBN 9781506357096. [There is a later edition, but I ordered the 7th edition because it is less expensive than the 8th edition, and I want to keep costs down wherever I can.]

Shafritz, Jay M., and Albert C. Hyde. *Classics of Public Administration*. 8th Edition. New York: Cengage, 2017. ISBN 9781305639034.

GRADING POLICIES & PROCEDURES

Class grades are calculated based on a student's performance on three types of assignments: participation, a term paper, and an extra credit paper.

Points are allocated according to this percentage breakdown:

Assignments	Percentage of Final Grade
Participation (x 6)	10% each x 6 = 60%
Term Paper	40%
Extra Credit Paper	Up to 20 bonus points

The grading scale (with rounding percentages included) is as follows:

Letter Grade	Percentages
A	93 (92.6) and above
A-	90 (89.6)- 92 (92.5)
B+	87 (86.6)- 89 (89.5)
B	83 (82.6) – 86 (86.5)
B-	80 (79.6) – 82 (82.5)
C+	77 (76.6) – 79 (79.5)
C	73 (72.6) – 76 (76.5)
C-	70 (69.6) – 72 (72.5)
D	60 (59.6) – 69 (69.5)
F	59 (59.5) and below

PARTICIPATION

If this were a face-to-face class, I would begin each session with a 45-minute lecture (give or take 15 minutes) on the key issues in the readings as an orientation to the subject matter. I would then open the class for an in-depth discussion of the readings with students taking the lead while I served as a discussant. Because the class is presented in an online format, the original plan obviously is not feasible. In lieu of a face-to-face lecture, therefore, I will provide PPT slides of the lecture as well as a Kaltura pre-recorded lecture. Students should complete the assigned readings, as outlined in this syllabus. They can also review the PPT slides and/or listen to the Kaltura recordings. I have posted the relevant material under the “Content” tab.

After a student reads the assigned material for the week, he or she must participate in **one activity from Column 1 as well as the activity in Column 2** for each of the course dates (excluding the first week, June 8, which is orientation). In other words, each week a student must **either go onto the discussion board and post two substantive comments (and two substantive reactions to other students’ postings) or participate on the Zoom call**. If you participate on the Zoom call, you will need to speak and contribute to the conversation. Signing onto the call and sitting quietly does not count as participation. If a student wishes to provide the discussion postings **and** participate on the Zoom call, so much the better! I will take the double participation into consideration when I assign discussion grades for that week.

In addition to the discussion postings and/or the Zoom call participation, a student should pick an assigned reading from the Shafritz and Hyde book for the appropriate week, write a short paper (2 -3 pages, double-spaced, in Microsoft Word with no cover page), and upload it to the eLearning Commons assignment box by 11:30 p.m. on the due date. For example, look at the Shafritz and Hyde reading assignment for June 15: 8. (Taylor); 10. (Weber); 11. (White); 14. (Gulick); 17. (Maslow). The student should pick one of these readings—the student’s choice—

and summarize the reading in 2 or 3 pages. The short paper must be uploaded by 11:30 p.m. on the due date.

Notice: The first Zoom call is an introductory session. We will introduce ourselves, briefly discuss the syllabus, and discuss Kettl, Chapter 1, as well as the two Shafritz and Hyde readings. I will not assign a participation grade for the first session. On subsequent Zoom calls, I will pose questions about the Kettl readings—perhaps the same questions listed on the eLearning Commons discussion board, or perhaps a few different questions—and I will expect students to discuss the questions. I do not intend to call on students to respond, but I will do so if students do not participate and the conversation lags. (The primary focus of the Zoom calls will be the Kettl readings, but we can discuss the Shafritz and Hyde material if someone has a question or wants to explore a topic.)

Please note that we will have **seven substantive Zoom calls** (following the initial introductory Zoom call), but I will only assign **six participation grades** (worth 10% each, for a total of 60% of the final grade). Students can participate seven times and I will drop the lowest participation grade, or a student can participate six times and skip a week.

The participation grade will be assessed based on a student's performance on the Column 1 and Column 2 components. Here is a summary of the weekly participation requirements:

Column 1: Kettl Readings	Column 2: Shafritz and Hyde Readings
<p data-bbox="289 1041 695 1073" style="text-align: center;"><u>ASYNCHRONOUS OPTION</u></p> <p data-bbox="212 1115 776 1329">(a) Provide at least two substantive discussion postings on the eLearning Commons discussion board addressing the question(s) posed for that week. You should have at least two substantive reactions to other students' postings as well.</p> <p data-bbox="467 1367 516 1398" style="text-align: center;">OR</p> <p data-bbox="302 1440 685 1472" style="text-align: center;"><u>SYNCHRONOUS OPTION</u></p> <p data-bbox="191 1514 797 1656">(b) Participate on the Zoom call for that week, which begins at 6:30 p.m. (and lasts about hour, although it could be a little more or a little less time).</p>	<p data-bbox="1092 1041 1162 1073" style="text-align: center;">AND</p> <p data-bbox="837 1115 1422 1257">Each week a student will write a 2-3-page paper summarizing one (1) of the readings from Shafritz and Hyde and upload it into the eLearning Commons assignment box.</p>

TERM PAPER

The term paper assignment will require students to research and write on a topic of their choice regarding some aspect of public administration. The purpose of the term paper assignment is for

students to explore a key issue in public administration. The term paper should be **10-12 pages in length for master's students and 12-15 pages in length for doctoral students** (not including prefatory matter and a list of references). The paper should follow a standard citation format for all secondary materials.

A good graduate level-level term paper consists of several parts. Writers refer to the appropriate formula as: Tell me what you are going to tell me; tell me; and tell me that you told me.

Tell me what you are going to tell me: In the first few paragraphs, the author must introduce the reader to the topic. What is this paper about and how does the author plan to prove his or her point? In other words, what does the author hope to accomplish in the paper? This is what English teachers call the “thesis.” A good paper must begin with a clear statement of the thesis. If the thesis is that the death penalty constitutes cruel and unusual punishment and violates the Eighth Amendment, the author must explain the debates over interpretation of the Eighth Amendment, introduce the reader to the concept of “cruel and unusual punishment,” and discuss why one the author’s perspective on the issue is superior to other interpretations. This process of “setting up the problem” should be accomplished near the beginning of the paper.

Tell me: Next, the paper must set forth an argument and lead the reader through the argument, building one point on another so that the arguments and evidence are cumulative and persuasive. Whereas the introduction summarized the argument, this section fleshes it out, providing the detail that was only hinted at in the introduction. The author would be well-advised to apply concepts discussed in class, as appropriate. The use of examples is especially helpful in illustrating salient points.

Tell me that you told me: Finally, the paper must include a conclusion that does more than restate the thesis. If the assignment asks the author to state an opinion and defend it, the author should do so in more than a mere perfunctory fashion. He or she must demonstrate a clear understanding of the issue and an ability to use concepts discussed in class to develop arguments. The conclusion also must bring together the disparate points discussed in the paper.

Grammar & Mechanics: A good term paper should adhere to the normal rules of English grammar, syntax, punctuation, and so forth. Numerous style manuals are available. Any well-recognized manual (e.g., The Chicago Manual of Style, the APA guide, etc.) will suffice.

Originality: A good term paper is written in the author’s own words and relies on very few direct quotations. It is preferable to present your own ideas and sentences, even if they need improvement, rather than present paraphrased material you gleaned from secondary sources. In addition, the examples the author uses should be original and demonstrate a mastery of the material used in the assignment and the concepts discussed in the course.

Research: “A” papers always cite and discuss the relevant literature and cases in support of an argument. It is easy to “get lost in the research”; that is, a student is tempted to simply throw in a great deal of information and facts amassed in the research. The thinking is, “hey, if I went to the trouble of gathering all this material, I should throw it in there.” This kind of thinking is almost always a mistake. You should not bore or confuse the reader with extraneous or

irrelevant information. You should use sources and cases that best illustrate your point, but do not go off on a tangent. Two or three well-argued points supported by a handful of cases are preferable to ten poorly developed points backed up by cases that do not pertain to the subject.

EXTRA CREDIT PAPER

The extra credit paper (2 – 3 pages) is due at 11:30 p.m. on July 13, 2020. A student can earn up to 20 points, which will be added to the participation grade at the end of the semester. The paper assignment is posted under the “Content” tab and is available on the first day of class.

EXPECTATIONS AND GUIDELINES

All the university’s expectations for your conduct as a student apply in this class.

Academic Honesty: 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://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.

Plagiarism: Our capacity to learn and synthesize knowledge within the public administration profession depends upon our ability to build on the foundation of existing knowledge and research. Recognizing and documenting the work of others is critical for all students, but especially for graduate students. When writing, students must take great care in how they reference ideas and information sources. Never use someone else’s words or ideas in your writing without proper attribution. Serious penalties exist for academic misconduct and plagiarism. Students should read and be familiar with the following resources:

UGA Academic Honesty Policy: Plagiarism

https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/

UGA Libraries Research Guide: Writing and Citing

<http://www.libs.uga.edu/researchguide/writing/index.html>

Syllabus and Schedule Changes: The course syllabus is a general plan for the course; deviations may be necessary. The instructor will communicate changes on the “Announcements” page of eLearning Commons.

READINGS, ASSIGNMENTS, AND DUE DATES

The assignments are listed below for each of the eight class sessions scheduled for PADP 6910. Students should have read the material by the due date. If the student chooses to participate on the Zoom call, he or she should have read the material by the time the call begins at 6:30 p.m. on the class day. The discussion postings and the short participation paper are due by 11:30 p.m. on the class day.

Topic	Readings & Assignments
June 8: What is Public Administration and Why Do We Study It?	Kettl, Chapter 1; Shafritz and Hyde, 5. (Wilson); 6. (Goodnow) Zoom Meeting: 6:30 p.m.
June 15: Government and Its Structure	Kettl, Chapters 2-4; Shafritz and Hyde, 8. (Taylor); 10. (Weber); 11. (White); 14. (Gulick); 17. (Maslow). Zoom Meeting: 6:30 p.m. Discussion postings (if this option is selected) and Participation Paper # 1 due in the assignment box at 11:30 p.m.
June 22: The Executive Branch	Kettl, Chapter 5; Shafritz and Hyde, 15. (Brownlow, Merriam, and Gulick); 21. (Lindblom). Zoom Meeting: 6:30 p.m. Discussion postings (if this option is selected) and Participation Paper # 2 due in the assignment box at 11:30 p.m.
June 29: Organization Problems and Reform	Kettl, Chapters 6-7; Shafritz and Hyde, 18. (Simon); 23. (Bennis); 43. (Ott). Zoom Meeting: 6:30 p.m. Discussion postings (if this option is selected) and Participation Paper # 3 due in the assignment box at 11:30 p.m.
July 1: Option to Drop the Class	Withdrawal deadline (close of business)
July 6: People in Government Organizations	Kettl, Chapters 8-9; Shafritz and Hyde, 20. (McGregor); 44. (Thomas); 46. (Perry and Wise). Zoom Meeting: 6:30 p.m. Discussion postings (if this option is selected) and Participation Paper # 4 due in the assignment box at 11:30 p.m.

<p>July 13: Decision-making and Implementation</p>	<p>Kettl, Chapters 10-12; Shafritz and Hyde, 32. (Bardach); 36. (Allison); 38. (Caiden); 49. (Congressional Budget Office).</p> <p>Zoom Meeting: 6:30 p.m.</p> <p>Discussion postings (if this option is selected) and Participation Paper # 5 due in the assignment box at 11:30 p.m.</p> <p>Extra Credit Paper: Due in the assignment box at 11:30 p.m.</p>
<p>July 20: Regulation and the Courts</p>	<p>Kettl, Chapter 13; Shafritz and Hyde, 39. (Rosenbloom).</p> <p>Zoom Meeting: 6:30 p.m.</p> <p>Discussion postings (if this option is selected) and Participation Paper # 6 due in the assignment box at 11:30 p.m.</p>
<p>July 27: Last class session: Accountability and Politics; Wrap-Up</p>	<p>Kettl, Chapter 14; Shafritz and Hyde, 41. (Thompson); 50. (Nye); 51. (Adams and Balfour); 54. (Benington and Moore).</p> <p>Zoom Meeting: 6:30 p.m.</p> <p>Discussion postings (if this option is selected) and Participation Paper # 7 due in the assignment box at 11:30 p.m.</p>
<p>July 31: Term Paper Due</p>	<p>Term paper is due in the assignment box at 11:30 p.m.</p>