INTRODUCTION TO PUBLIC ADMINISTRATION PADP 3000
♦ Spring 2021 ♦ MWF 12:40-1:30PM EST ♦ Sanford Hall 213

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Email: awb4710@uga.edu; Allow 24-hour response time
Office Hours: After class in Baldwin Hall or Zoom meeting by request through email.
Course Website: e-Learning Commons (eLC)

Course Description and Goals: The United States legislative, executive, and judicial branches of government form a separation of powers that is decidedly political. But there is more to government than politics: putting out fires, testing clean air, proctoring driver's licenses, distributing mail, investigating crime, assessing health and disability claims, etc. – these tasks make up a functional bureaucratic state that administers goods and services to the American people, or public administration (PA). This course looks at the major issues of administration and public agencies such as personnel, finance, administrative law, and the growth and significance of governmental bureaucracy. Special emphasis is placed on identifying, analyzing, and working through real-world solutions to problems. 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 organizational, behavioral, management, and policy terms inherent in public administration.
4) Apply abstract principles to real-world scenarios through digest of academic readings, discussion, and group activities.
5) Build memo writing and critical thinking skills of problem identification, analysis, feasible solution, and implementation.

Course Readings and Textbook:


I will provide other required reading materials via eLC.

Course Structure: Classes begin on January 13th. PADP 3000 is scheduled in a large lecture hall that accommodates all 45 students in-person while maintaining social distancing. However, in order to provide the opportunity for equitable learning that
accommodates University policy and student requests (some students prefer to meet in person while others do not or cannot), the course will also be broadcast live via Zoom feed. The following summarizes this synchronous hybridized structure:

- Face-to-face. The entire class is eligible to meet in-person with the Instructor for every class session. This is strongly encouraged.
- Live Broadcast. Those who opt out of F2F instruction may access a live Zoom feed via invite which will be emailed before each class.
- Fully Remote. Each Zoom session will be recorded and uploaded to eLC.

**Academic Integrity:** Academic integrity is a core value of institutions of higher learning. Regardless of the mode of instruction, you have agreed to the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. **As applied in this course, all examinations and written assignments must be your own work.** Class preparation and studying are permitted to be done with others, but individual notetaking is strongly encouraged to further understanding of the material.

**Classroom Integrity & Technology:** You are expected to complete all assigned readings and be ready to go by the start of class as a courtesy to others, their time, and contributions. students who are disruptive, ill-prepared, or disparaging will be singled out by the Instructor to account for this behavior as they would in any professional working environment. The Instructor will do his best to begin the Zoom broadcast a few minutes early. Headphones are strongly recommended since live audio quality is affected by Instructor mask use. Like any in-person student, online students should raise their hand via Zoom function in order to be called upon. To minimize distraction, please silence ALL phones and keep them off the space in front of you; the Instructor will keep his on in case of emergency. Laptops are to be used for classroom learning only (e.g., Zoom, eLC, readings, or note taking).

**Health & Safety Rules:** Everyone has a critical role to play as we work together to protect the health and safety of every member of Bulldog Nation during the coronavirus pandemic.

- Mandatory face coverings. Like other buildings on campus, in Sanford Hall face coverings in public spaces and classrooms are mandatory for all. Wearing a face
covering is in addition to and not a substitute for social distancing. Anyone not using a face covering will be asked to wear one or must leave the area or classroom.

- Keep six feet apart. In all public spaces in Sanford Hall (stairwells, halls, bathrooms, and the classroom), maintain six feet between you and others. Follow any signs and keep right where possible to maintain social distance.

- Seating & signage. Classroom seating is marked with designated seats to allow for social distancing. Do not remove signage or re-arrange furniture in any classroom or public space even if it appears that furniture is not being used.

- Do not congregate. If you want to chat with someone, take it outside or online.

You should enter and exit Sanford without delay, staying outside before your class begins and leaving promptly once class is finished.

- Cleanliness. Sanitation wipe buckets and stands should be found in close proximity to classrooms. Prior to class, take a wipe from the station and wipe down all high-touch surfaces associated with your seat.

- Wash your hands. You can help slow the spread of COVID-19 by frequently washing your hands. Bathrooms will be cleaned frequently; when bathrooms are closed for cleaning, use those on other floors or in other buildings. Please be conscious of the density of traffic in bathrooms and practice social distancing.

- Check your email. All students must diligently check email so as not to miss important University health information. It is advised to also check the UGA COVID-19 website (https://coronavirus.uga.edu) for updates, resources, and other student and parent links.

- Your health responsibility. You are required to self-monitor for COVID-19. UGA is using DawgCheck to remind you to check for symptoms daily, self-report, and avoid campus in the event you display positive symptoms. If you report symptoms, UGA follows a confidential process for securely notifying health officials to begin contact tracing and provide support. If you have an underlying medical condition or believe you are at a high risk of COVID-19, you may request accommodation through the Disability Resource Center at drc@uga.edu or 706-542-8719. See also: https://drc.uga.edu/content_page/student-accommodation-guidelines Mental Health and Wellness Resources: These are trying times to be sure. We are all in this together.

- If You Need Help. If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit http://sco.uga.edu They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- Professional Resources. UGA has several resources for a student seeking mental health services (https://www.uhs.uga.edu/bewelluga/bewelluga) or crisis support (https://www.uhs.uga.edu/info/emergencies).
Wellness Options. If you need help managing stress, anxiety, relationships, etc., please visit BeWellUGA (https://www.uhs.uga.edu/bewelluga/bewelluga) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Other Resources. Additional resources can be accessed through the UGA App.

Course Grading Overview: This course follows the UGA grading policy (https://reg.uga.edu/students/grades/).

Points are accrued and converted to a final letter grade as follows:

- 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

NOTE: final letter grades will be accessible on ATHENA only and cannot be communicated by email under any circumstance. Seventy percent (75%) of your grade is based on three exams: each worth 25 percent. A written memo assignment comprises the other 25%: your memo’s first draft worth 10 percent, and final draft worth 15 percent.

Exam #1 (Mon., February 17th, 12:40pm)

Memo First Draft Due (Mon., March 22nd, 11:59pm)

Exam #2 (Fri., March 26th, 12:40pm)

Exam #3 (Mon., May 10th, 12:00pm)

Memo Final Draft Due (Mon., May 10th, 12:00pm)

Course Exams: This course has three exams which will be administered via eLC. Students are expected to log into eLC and complete the exams prior to the close of normal class time.

- Exams are multiple choice. All students are eligible to take these exams in-person as long as they bring their computers to class to do so. In this way the Instructor can answer individual questions should they arise. Zoom on these days will be waiting room style only, with any Zoom student’s exam question answered one at a time.
Students who do well on exams go beyond mere memorization to consider how terms interact with one another and play out in the real world. A missed exam(s) can only be made up in extreme circumstances (e.g., documented illness, death in the family) or travel related to university activities. Arrangements with the Instructor must be made at least one week in advance for any intended missed exam.

**Memo Assignment:** A memo is a direct, technical form of writing new to most students. It is not a research paper, narrative, or expository piece. The goal is to quickly convince the reader to pursue a course of action, and to do that well requires strategic planning, a logical progression from problem to solution on the page, and concise words without repetition. Your memo will consist of two single-spaced written pages that identify and analyze a problem (page 1) and presents three options and a final recommendation to solve it (page 2). The appendix (page 3) is where you get creative and design a tool/plan for the reader to use to implement your final recommendation. The memo is delivered in two stages: a first draft, and final draft. Details of how to write a memo and the deliverables will be explained further across various MEMO TUTORIAL class days spread across the semester and in memo documentation found on eLC. It is critical that students plan to attend these class sessions to build memo-writing expertise. Like any bureaucratic job where you sign your name to something, your memo will be prone to scrutiny. You will receive considerable feedback, particularly upon completion of the first draft. All memo submissions should be posted electronically to eLC by 11:59PM on the day due in Microsoft Word format (no PDFs), size 12 Times New Roman font, single-line spacing, and one-inch margins. NOTE: saving from Google Docs to Word routinely messes up spacing and margins; please double check that your submission conforms appropriately. A lack of planning prior to submission does not constitute an emergency for the Instructor. Grade reductions for late work begin immediately totaling 50% per day.

**NOTE:** this course syllabus is a general plan for the course; deviations announced to the class by the Instructor may be necessary.

**Week 1 (January 13th, 15th) Class Introduction + Public Administration and the Constitution**

**Wednesday, January 13th**
- Greetings
- Syllabus Overview
- What is Public Administration?
Friday, January 15th
Constitutional Foundations of Public Administration Lecture and Discussion

Reading Assignment(s) for this Day:
• Various. (1787). U.S. Constitution: Article I § 8; Article II § 2-3; Article III § 2.

Week 2 (January 18th, 20th, 22nd) Contemporary Public Administration: Accountability, Role and Action at a Bird’s Eye View

Monday, January 18th
MLK Day-No class

Wednesday, January 20th
Accountability Lecture and Discussion

Reading Assignment(s) for this Day:
• Kettl Chapter 1: Accountability

Friday, January 22nd
Contemporary Public Administration Overview Lecture and Discussion 1

Reading Assignment(s) for this Day:
• Kettl Chapter 2: What Government does—And how it does it.

Week 3 (January 25th, 27th, 29th) Organizational Theory

Monday, January 25th
Contemporary Public Administration Overview Lecture and Discussion 2

Reading Assignment(s) for this Day:
• Kettl Chapter 3: What is Public Administration?

Wednesday, January 27th
Org Theory Introduction Lecture and Discussion

Reading Assignment(s) for this Day:
• Kettl, Chapter 4, Organization Theory

Friday, January 29th
Reading Assignment(s) for this Day:

Week 4 (February 1st, 3rd, 5th) The Executive Branch

Monday, February 1st
   Executive Branch Lecture and Discussion

Reading Assignment(s) for this Day:
• Kettl Chapter 5, The Executive Branch

Wednesday, February 3rd
   Issues in Applied Executive Control Lecture and Discussion

Reading Assignment(s) for this Day:
***For this day, at least skim these. Get a basic enough understanding that you can discuss the subject matter.***

Friday, February 5th
   Executive Branch Accountability Case

Week 5 (February 8th, 10th, 12th) Organizational Management

Monday, February 8th
   Organizational Problems Lecture and Discussion:
Reading Assignment(s) for this Day:
• Kettl Chapter 6, Organization Problems

Wednesday, February 10th
Organizational Management Case

Friday, February 12th
Exam 1 Review

Week 6 (February 15th, 17th, 19th) Exam 1 and Memo Assignment

Monday, February 15th
Exam 1

Wednesday, February 17th
Instructional Break-No class

Friday, February 19th
Memo Assignment Introduction

Reading Assignment(s) for this Day:

Week 7 (February 22nd, 24th, 26th) Administrative Reform

Monday, February 22nd
Administrative Reform Lecture and Discussion

Reading Assignment(s) for this Day:
• Kettl Chapter 7: Administrative Reform

Wednesday, February 24th
The “New Public Management” Lecture and Discussion

Reading Assignment(s) for this Day:
Friday, February 26th
   Administrative Reform Case

   Week 8 (March 1st, 3rd, 5th) The Civil Service

Monday, March 1st
   The History of the American Civil Service System Lecture and Discussion

Reading Assignment(s) for this Day:
***For this week, at least skim these. Get a basic enough understanding that can discuss the subject matter. ***

Wednesday, March 3rd
   Today’s Civil Service Lecture and Discussion

Reading Assignment(s) for this Day:
• Kettl Chapter 8: The Civil Service

Friday, March 5th
   Civil Service Case

   Week 9 (March 8th, 10th, 12th) Human Capital and Personnel

Monday, March 8th
   Human Capital Lecture and Discussion

Reading Assignment(s) for this Day:
• Kettl Chapter 9: Human Capital

Wednesday, March 10th
   (2) Diversity and Representative Bureaucracy
Findings (Focus on “Major Trend Shaping the Workforce” and Click on “View More” buttons)

Friday, March 12th
Instructional Break-No class

Week 10 (March 15th, 17th, 19th) Decision Making

Monday, March 15th
Decision Making Lecture and Discussion

Reading Assignment(s) for this Day:
• Kettl Chapter 10: Decision Making

Wednesday, March 17th
Further Issues in Bounded Rationality Lecture and Discussion

Reading Assignment(s) for this Day:

Friday, March 19th
Decision Making Case

Week 11 (March 22nd, 24th, 26th) Memo Assignment and Exam 2

Monday, March 22nd
First Draft of the Memo Assignment is due by 11:59pm

Wednesday, March 24th
Exam 2 Review

Friday, March 26th
Exam 2

Week 12 (March 29th, 31st, April 2nd) Budgeting

Monday, March 29th
Budgeting Lecture and Discussion I: The Basics of American Budgeting
Reading Assignment(s) for this Day:
• Kettl Chapter 11: Budgeting

Wednesday, March 31st
Budgeting Lecture and Discussion II: More on Taxing and Spending

Reading Assignment(s) for this Day:

Friday, April 2nd
Public Finance Case

Week 13 (April 5th, 7th, 9th) Collaboration, and Nonprofit Partners

Monday, April 5th
Collaboration Lecture and Discussion

Reading Assignment(s) for this Day:

Wednesday, April 7th
Nonprofits Lecture and Discussion

Reading Assignment(s) for this Day:

Friday, April 9th
Nonprofits Case

Week 14 (April 12th, 14th, 16th) Implementation and Performance

Monday, April 12th
Implementation Lecture and Discussion
**Reading Assignment(s) for this Day:**
- Kettl Chapter 12: Implementation

**Wednesday, April 14th**
Performance Measurement Lecture and Discussion

**Reading Assignment(s) for this Day:**

**Friday, April 16th**
Implementation and Performance Case

**Week 15 (April 19th, 21st, 23rd) Administrative Law**

**Monday, April 19th**
Administrative Law Lecture and Discussion: General Issues in Administrative Law

**Reading Assignment(s) for this Day:**
- Kettl Chapter 13: Regulation and the Courts

**Wednesday, April 21st**
Administrative Law Lecture and Discussion: The Rulemaking Process

**Reading Assignment(s) for this Day:**

**Friday, April 23rd**
Administrative Law Case

**Week 16 (April 26th, 28th, 30th) Public Employee Labor Unions and Further Issues and The Future of Public Administration**

**Monday, April 26th**
Janus v. AFSCME Supreme Court Case Lecture and Discussion
**Reading Assignment(s) for this Day:**  
• Revisit Kettl Chapter 8: The Civil Service- Unionization and Collective Bargaining (pp 216-219)

**Wednesday, April 28th**  
Public Sector Labor Unions Case

**Friday, April 30th**  
Further Issues and the Future of Public Administration Lecture and Discussion

**Reading Assignment(s) for this Day:**  
• Kettl Chapter 14: Administrative Accountability, Effectiveness, and Politics

**Week 17 (May 3rd) Exam 3 Review**

**Monday, May 3rd**  
Exam 3 Review

**Week 18 (May 10th) Exam 3 and Final Draft for the Memo Assignment**

**Monday, May 10th 12-3pm**  
Exam 3  
Final Draft of the Memo is due by 12pm