

INTRODUCTION TO PUBLIC ADMINISTRATION PADP 3000

◆ Fall 2021 ◆ MWF 12:40–1:30 pm EST ◆ Baldwin Hall 102

Instructor: Adam Burchfield, M.P.P, ABD

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 form a decidedly political separation of powers. But there is more to the 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 significant issues of administration and public agencies such as personnel, finance, administrative law, and the growth and significance of governmental bureaucracy. Particular 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 organizational, 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 by digesting 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:

Kettl, D. F. (2017). *Politics of the Administrative Process* (Seventh edition). Los Angeles: CQ Press.

I will provide other required reading materials via eLC.

Course Structure: Classes begin on August 18th. PADP 3000 is scheduled in a lecture hall that accommodates students in person while maintaining social distancing. However, to provide the opportunity for equitable learning that accommodates

University policy and student requests, the course will also be recorded and uploaded to eLC. The following summarizes this synchronous hybridized structure:

- Face-to-face. The entire class should meet with the Instructor for every class session; This is strongly encouraged.
- 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 work. Class preparation and studying are permitted with others. Still, individual note-taking is strongly encouraged to further understanding of the material.

Inclusion and Identity: This class strives to promote a sense of community and a welcoming space for a diversity of ideas, perspectives, and experiences. All members of our classroom community, including all students and the Instructor, should strive to respect one another's differences of identity, e.g., religion, race, ethnicity, sexual orientation, and gender. UGA's educational platform provides a roster of legal student names for the Instructor. Students are encouraged to reach out to the Instructor early in the semester if they wish to be addressed by an alternate name or gender pronoun.

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. The Instructor will single out disruptive, ill-prepared, or disparaging students to account for this behavior as they would in any professional working environment. The Instructor will do his best to upload the broadcast quickly. 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 used for classroom learning only (e.g., Zoom, eLC, readings, or note-taking).

Prohibition on Recording Lectures: In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- We will use the records only for personal academic use during the specific course.
- Understand that faculty members have a copyright interest in their class lectures and agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Discussion Ground Rules:

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views. (Don't just think about what you are going to say while someone else is talking.)
- Criticize ideas, not individuals.
- Commit to learning, not debating.
- Comment in order to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak.
- Avoid assumptions about any member of the class or generalizations about social groups.
- Do not ask individuals to speak for their (perceived) social group.

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

- Like other buildings on campus, in Baldwin Hall, face coverings in public spaces and classrooms are encouraged. Wearing a face covering is in addition to and not a substitute for social distancing.

- Keep six feet apart. In all public spaces in Baldwin 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 the furniture in any classroom or public space.

- Do not congregate. If you want to chat with someone, take it outside or online. You should enter and exit Baldwin without delay, staying outside before your class begins and leaving promptly once the class is finished.

- Cleanliness. Sanitation wipe buckets and stands should be found near classrooms. Before 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 different 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. UGA follows a confidential process for securely notifying health officials to begin contact tracing and provide support if you report symptoms. Suppose you have an underlying medical condition or believe you are at a high risk of COVID-19. In that case, 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. Suppose you or someone you know needs assistance. In that case, 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.

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. Ninety percent (90%) of your grade is based on five exams: each worth eighteen percent (18%). Attendance and Participation comprise the final ten percent (10%).

Exam #1 (Friday, September 3rd)

Exam #2 (Monday, September 27th)

Exam #3 (Monday, October 25th)

Exam #4 (Monday, November 22nd)

Final Exam (Monday, December 13th, 12:00 - 3:00 pm)

Course Exams: This course has five exams that will be administered via eLC. Students are expected to log into eLC and complete the exams before the close of standard class time.

- Exams are multiple-choice/short answer. I will have a Zoom channel open on these days. 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.

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

Week 1 (August 18th, 20th) Class Introduction + Public Administration and the Constitution

Wednesday, August 18th

- Greetings
- Syllabus Overview
- What is Public Administration?

Friday, August 20th

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.
- Wilson, W. (1887). The study of administration. Political science quarterly, 2(2), 197-222.

Week 2 (August 23rd, 25th, 27th) Contemporary Public Administration: Accountability, Role, and Action at a Bird's Eye View

Monday, August 23rd

Accountability Lecture and Discussion

Reading Assignment(s) for this Day:

- Kettl Chapter 1: Accountability

Wednesday, August 25th

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.

Friday, August 27th

Contemporary Public Administration Overview Lecture and Discussion 2

Reading Assignment(s) for this Day:

- Kettl Chapter 1: Accountability
- Kettl Chapter 2: What Government does—And how it does it.

**Week 3 (August 30th, September 1st, 3rd) Contemporary Public Administration:
Accountability, Role, and Action at a Bird's Eye View continued & Exam 1**

Monday, August 30th

Contemporary Public Administration Overview Lecture and Discussion 3

Reading Assignment(s) for this Day:

- Kettl Chapter 3: What is Public Administration?

Wednesday, September 1st

Contemporary Public Administration Overview Lecture and Discussion 4 & Exam
1 Review

Reading Assignment(s) for this Day:

- Kettl Chapter 1: Accountability
- Kettl Chapter 2: What Government does—And how it does it.
- Kettl Chapter 3: What is Public Administration?

Friday, September 3rd

Exam 1

Week 4 (September 6th, 8th, 10th) Organizational Theory

Monday, September 6th

Labor Day (No class!)

Wednesday, September 8th

Org Theory Introduction Lecture and Discussion

Reading Assignment(s) for this Day:

- Kettl, Chapter 4, Organization Theory

Friday, September 10th

Contemporary Organizational Arrangements Lecture and Discussion: Networks

Reading Assignment(s) for this Day:

- O'Toole, L. J. (1997). Treating Networks Seriously: Practical and Research-Based Agendas in Public Administration. *Public Administration Review*, 57(1), 45–52.
<https://doi.org/10.2307/976691>

Week 5 (September 13th, 15th, 17th) The Executive Branch

Monday, September 13th

Executive Branch Lecture and Discussion

Reading Assignment(s) for this Day:

- Kettl Chapter 5, The Executive Branch

Wednesday, September 15th

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.****

- Ferguson, M. R., & Bowling, C. J. (2008). Executive Orders and Administrative Control. *Public Administration Review*, 68(s1), S20–S28.
<https://doi.org/10.1111/j.1540-6210.2008.00975.x>
- Pfiffner, J. P. (2009). Presidential Signing Statements and Their Implications for Public Administration. *Public Administration Review*, 69(2), 249–255.
<https://doi.org/10.1111/j.1540-6210.2008.01971.x>
- Svara, J. H. (2008). Strengthening Local Government Leadership and Performance: Reexamining and Updating the Winter Commission Goals. *Public Administration Review*, 68(s1), S37–S49.
<https://doi.org/10.1111/j.1540-6210.2008.00977.x>

Friday, September 17th

Executive Branch Accountability Case

Week 6 (September 20th, 22nd, 24th) Organizational Management

Monday, September 20th

Organizational Problems Lecture and Discussion:

Reading Assignment(s) for this Day:

- Kettl Chapter 6, Organization Problems

Wednesday, September 22nd

Organizational Management Case

Friday, September 24th

Memo Examples & Exam 2 Review

Week 7 (September 27th, 29th, October 1st) Administrative Reform & Exam 2

Monday, September 27th

Exam 2

Wednesday, September 29th

Administrative Reform Lecture and Discussion

Reading Assignment(s) for this Day:

- Kettl Chapter 7: Administrative Reform

Friday, October 1st

The “New Public Management” Lecture and Discussion

Reading Assignment(s) for this Day:

- Brewer, G. A., & Kellough, J. E. (2016). Administrative Values and Public Personnel Management: Reflections on Civil Service Reform. *Public Personnel Management*, 45(2), 171–189. <https://doi.org/10.1177/0091026016644626>

Week 8 (October 4th, 6th, 8th) The Civil Service

Monday, October 4th

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. ****

- Van Riper, PP (1958). History of the United States Civil Service. Chapter 2: “Bureaucratic Beginnings: 1789-1829”; Chapter 3: “The Victors: 1829-1869.”; Chapter 5: “Americanizing a Foreign Invention: The Pendleton Act of 1883.”

Wednesday, October 6th

Today’s Civil Service Lecture and Discussion

Reading Assignment(s) for this Day:

- Kettl Chapter 8: The Civil Service

Friday, October 8th

Civil Service Case

Week 9 (October 11th, 13th, 15th) Human Capital and Personnel

Monday, October 11th

Human Capital Lecture and Discussion

Reading Assignment(s) for this Day:

- Kettl Chapter 9: Human Capital

Wednesday, October 13th

(1) Bureaucratic Jobs + <https://www.opm.gov/policy-data-oversight/classification-qualifications/classifying-generalschedule-positions/#url=Standards>

(2) Diversity and Representative Bureaucracy

(3) Human Capital and Workforce Trends + <https://www.opm.gov/policy-data-oversight/human-capital-management/federal-workforcepriorities-report/#url=Key-Findings> (Focus on “Major Trend Shaping the Workforce” and Click on “View More” buttons)

Friday, October 15th

Human Capital Case

Week 10 (October 18th, 20th, 22nd) Decision Making

Monday, October 18th

Decision Making Lecture and Discussion

Reading Assignment(s) for this Day:

- Kettl Chapter 10: Decision Making

Wednesday, October 20th

Further Issues in Bounded Rationality Lecture and Discussion

Reading Assignment(s) for this Day:

- Jones, B. D. (2003). Bounded rationality and political science: Lessons from public administration and public policy. *Journal of Public Administration Research and Theory*, 13(4), 395-412.

Friday, October 22nd

Decision Making Case

Week 11 (October 25th, 27th, 29th) Budgeting & Exam 3

Monday, October 25th

Exam 3

Wednesday, October 27th

Budgeting Lecture and Discussion I: The Basics of American Budgeting

Reading Assignment(s) for this Day:

- Kettl Chapter 11: Budgeting

Friday, October 29th

Budgeting Lecture and Discussion II: More on Taxing and Spending

Reading Assignment(s) for this Day:

- Gosling, J. J. (2009). Chapter 9: Taxing and Spending. In *Budgetary Politics in American Governments* (5 edition). (pp. 93-116). New York: Routledge.

Week 12 (November 1st, 3rd, 5th) Collaboration and Nonprofit Partners

Monday, November 1st

Collaboration Lecture and Discussion

Reading Assignment(s) for this Day:

- Ansell, C., & Gash, A. (2008). Collaborative Governance in Theory and Practice. JPART, 18(4), 543-571.

Wednesday, November 3rd

Nonprofits Lecture and Discussion

Reading Assignment(s) for this Day:

- Carman, J. G., & Nesbit, R. (2013). Founding new nonprofit organizations: syndrome or symptom? Nonprofit and Voluntary Sector Quarterly, 42(3), 603-621.

Friday, November 5th

Nonprofits Case

Week 13 (November 8th, 10th, 12th) Implementation and Performance

Monday, November 8th

Implementation Lecture and Discussion

Reading Assignment(s) for this Day:

- Kettl Chapter 12: Implementation

Wednesday, November 10th

Performance Measurement Lecture and Discussion

Reading Assignment(s) for this Day:

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

Friday, November 12th

Implementation and Performance Case

Week 14 (November 15th, 17th, 19th) Administrative Law

Monday, November 15th

Administrative Law Lecture and Discussion: General Issues in Administrative Law

Reading Assignment(s) for this Day:

- Kettl Chapter 13: Regulation and the Courts

Wednesday, November 17th

Administrative Law Lecture and Discussion: The Rule-making Process

Reading Assignment(s) for this Day:

- Kerwin, C. M., & Furlong, S. R. (2011). Rule-making: How government agencies write law and make policy. Washington, DC: CQ Press. Chapter 2: The Process of Rule-making

Friday, November 19th

Administrative Law Case

Week 15 (November 22nd, 24th, 26th) Thanksgiving Break & Exam 4

Monday, November 22nd

Exam 4

Wednesday, November 24th

Happy Thanksgiving (No class!)

Friday, November 26th

Happy Thanksgiving (No class!)

Week 16 (November 29th, December 1st, 3rd) Public Employee Labor Unions and Further Issues and The Future of Public Administration

Monday, November 29th

Janus v. AFSCME Supreme Court Case Lecture and Discussion

Reading Assignment(s) for this Day:

- Janus v. American Federation of State, County, and Municipal Employees, Council 31. (2017). Oyez. Retrieved August 8th, 2019, from <https://www.oyez.org/cases/2017/16-1466>. (Read The Facts of the Case, Alito's Opinion, and Kagan's Dissent [left hand side])
- Revisit Kettl Chapter 8: The Civil Service- Unionization and Collective Bargaining (pp 216-219)

Wednesday, December 1st

Public Sector Labor Unions Case

Friday, December 3rd

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 (December 6th, 7th) Course Wrap up

Monday, December 6th

Final Public Administration Lecture and Discussion

Reading Assignment(s) for this Day:

- Kettl Chapter 14: Administrative Accountability, Effectiveness, and Politics

Tuesday, December 7th

Final Exam Review

Final Exam: Monday, December 13th, 12:00 - 3:00 pm