

PUBLIC ADMINISTRATION & DEMOCRACY (PADP 6910)

Course Instructor:

2021 FALL SEMESTER

Dr. George A. Krause
 280G Baldwin Hall (PADP Faculty Office)
gkrause@uga.edu (E-mail)

CLASS SESSIONS
 Monday: 4:10pm-6:55pm
 101D Baldwin

OFFICE HOURS
 Monday: 9:30am-11:00am (Zoom)
 Monday: 1:30pm-3:00pm (Zoom or Office)
 Or by Mutual Appointment (Zoom)

NOTE: The best way to contact me is via e-mail (gkrause@uga.edu) directly from your own UGA student e-mail account (and **NOT** via the e-mail function within eLC since I am unable to send a reply message to you from my Outlook e-mail account). In addition, I am very willing to have Zoom appointments with students who seek “dialogue-based” assistance. Students can normally expect me to respond to e-mails within 24 hours. If I do not, I encourage students please send me a polite e-mail reminder. If you wish to get a hold of my by phone, please contact the PADP department administrator, Rebecca Blakeney whom can be contacted at the following phone number (706-542-9660) and e-mail address (Rebecca.Blakeney@uga.edu). Ms. Blakeney can inform me of such requests – please do be sure to leave a phone number that I can reach you.

Please note that some class sessions will be held via Zoom to better orient and enhance students’ presentation skills within this framework of communication that is increasingly becoming popular in many professional settings.

COURSE DESCRIPTION

What role does public administration serve in a democracy? What challenges do public administrators confront as ‘governance agents’? How can public administration be designed to perform better? These questions are of fundamental importance to how we as a society govern ourselves through the use of institutions and rules to guide both private and public behavior. In the current administrative governance landscape, these issues have taken on greater importance as the role of public service in a democracy, issues of inequality, and administrative professionalism have come to the fore in grappling with defining the scope of public administration.

Specifically, PADP 6910 serves as an introductory ‘gateway’ graduate-level course for MPA students in the program. The contents of this course will thus constitute a broad, encompassing overview of content covered in several specialized courses in the MPA graduate course curriculum. Although the course has no formal prerequisites nor assumes any previous background in public administration, it does require that students are willing to engage in linking theoretical concepts to practical applications from this field from a social scientific perspective. The aim is for students to sharpen their analytical skills for thinking through the types of problems that are encountered in public administration. Students analytical skills consonant with the objectives of this course (see **Course Objectives** below) will be enhanced through

assigned readings, class discussion, team-based case study projects, case study-based policy memos, and a systematic analysis of a public administrator by both writing and presenting a biography of that individual.

COURSE OBJECTIVES

1. *Understand the role of public administration within a democracy – and the various tensions and tradeoffs that this entails for both governance and representation. Some of these issues explore its implications the role of public administrators and the administrative state in our society; addressing issues of diversity and inclusion for groups either historically under-represented or under-served by government as it relates to public administration.*
2. *Mastering 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: *the functions of government; accountability; the challenges confronting public bureaucracies operating in a democratic environment of separated and shared powers possessing a diverse array of interests; 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).*

The attainment of these course objectives will occur through assigned readings, class session lectures & discussions, team-based in-class projects, and solo out-of-class projects.

MPA PROGRAM CORE COMPETENCIES SATISFIED IN THIS COURSE

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 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: Communicating 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.

CLASS SESSION STRUCTURE [“REGULAR” CLASS SESSIONS]

- **Lecture/Discussion (Factual & Conceptual Content): 4:10pm – 5:00pm (approximate)**
 - Instructor Overview: Relevant concepts & theory primarily via assigned textbook readings
- **Topical–Application Discussion: 5:00pm – 5:40pm (approximate)**
 - Instructor-Led Topical Discussion Linking Theory to Application(s) (focusing on or relating to the assigned academic research writings)
- **Breakout Session: Team Case Study Projects with Instructor ‘Real-Time’ Feedback: 5:40pm – 6:55pm (approximate)**
 - Case study teams will have a portion of time in class to work in a collaborative manner on an assigned case study presentation from the Kettl textbook in each unit of the course. Students may also need to find time to work outside of class on these projects so it is recommended that the class time be used for tasks that benefit from in-person collaboration. During this session, the Instructor will respond to queries, advice, etc.. on these projects.

REQUIRED TEXTS

Donald F. Kettl. 2020. *The Politics of the Administrative Process*. Eighth Edition. Beverly Hills, CA: Sage-CQ Press. (Paperback Edition)

Jay M. Shafritz and Albert C. Hyde. 2017. *Public Administration: Concepts and Cases*. Eighth Edition. Boston, MA: Cengage Learning. (Paperback Edition)

CLASSROOM DISRUPTION POLICY

Students are not permitted to use cell phones, laptops, or any other electronic devices that may reduce attention towards the tasks performed in the classroom setting. This means that students will not be able to use these various devices, except for assigned tasks during classroom sessions (i.e., **Breakout Sessions for Case Study Teams**). Also, 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 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.

PREFERRED NAME AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. As in the case of learning both first names and surnames for an entire class, I request your patience, as well as to kindly remind me if I accidentally make a mistake in the use of pronouns when I am addressing you.

PROHIBITION ON BOTH VIDEO AND AUDIO RECORDING OF LECTURES

In the absence of written authorization from the UGA Disability Resource Center (<https://drc.uga.edu/>), 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:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they 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.

CORONAVIRUS INFORMATION FOR CLASS AND STUDENTS

Pursuant to state and University System of Georgia (USG) rules, we cannot ask our students or fellow employees for proof of their vaccination status, and we should not treat vaccinated and unvaccinated individuals differently unless dictated by law or applicable guidance. Students should not be segregated in a classroom or from other instructor-student interactions (e.g., office hours, group work, field trips, labs, etc.) based on their vaccination status. However, students may be required by off campus partnering organizations to wear masks and/or be vaccinated as a condition of participation in experiential learning opportunities such as study abroad programs, externships and delivery of medical services.

Face coverings are recommended for all individuals, whether vaccinated or not, while inside campus facilities. Faculty may encourage, but not require, students to wear face coverings to help limit the spread of COVID-19 amongst fellow students, faculty, staff and the local community. While instructors will be informed about positive COVID-19 incidence in their classes through *DawgCheck*, students in the same classroom may not be made aware of any potential close contact except through contact tracing (which will be completed by the Department of Public Health). Use of face coverings will help ensure students' own health and safety.

The UGA class attendance policy has not changed. Instructors still have the flexibility to adapt and enforce an attendance policy that best suits their classes. It is strongly encouraged that instructors clearly describe their attendance policy on their syllabus to make students aware of the classroom expectations as early as possible. UGA is a residential campus where classroom attendance always has been an important part of the educational experience.

Instructors should accommodate students who need to quarantine/isolate due to COVID-19 as they normally would have accommodated ill students before the pandemic. While hybrid or HyFlex instruction is no longer the expectation, many classrooms now have the technology necessary to record and broadcast lectures. Faculty may use these, as appropriate, to assist students who may need to be in quarantine/isolation. Other options such as asking for note takers, providing a recorded session of the class, offering make-up sessions, and others, can also be used to help students who are unable to attend class due to COVID-19.

Student Care and Outreach will coordinate care and support for students who must isolate or quarantine due to exposure or symptoms related to COVID-19. Student Care and Outreach will continue to notify faculty should students report a positive COVID-19 test result through *DawgCheck*. If you are concerned about any student in your class, please reach out to the Student Care and Outreach team at: sco@uga.edu.

COVID-19 Student Educational and Response Team (CO-SERT): The COVID-19 Student Educational and Response Team (CO-SERT) is a temporary collaborative team at UGA, charged and led by Student Affairs, to provide a central point of contact, review, and response or referral on identified questions and concerns involving students and COVID-19 health and safety guidelines. Questions and concerns from faculty, staff, and community members related to students and COVID-19 health and safety guidelines may be submitted to askstudentaffairs@uga.edu. For more information, see https://faculty.studentaffairs.uga.edu/content_page/COSERT.

Face Coverings: Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine? University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>. The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>. In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>.

What do I do if I have COVID-19 symptoms? Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I test positive for COVID-19? *If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey.* We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA

adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in *DawgCheck*.

Guidelines for COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)? *Students who are fully vaccinated do not need to quarantine upon exposure unless they have symptoms of COVID-19 themselves.* All others should follow the Georgia Department of Public Health (DPH) recommendations: *Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days.* You should report the need to quarantine on *DawgCheck* (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

MENTAL HEALTH AND WELLNESS RESOURCES

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

UGA has several resources to support your well-being and mental health: <https://well-being.uga.edu/>.

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

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 https://sco.uga.edu. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- 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>).
- 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.
- Additional resources can be accessed through the UGA App.

REQUIRED ASSIGNMENTS

All assignments and relevant course materials not already denoted in the course syllabus will be administered and/or distributed via eLC. All student written assignments for this course should be submitted in WORD, while all team-based case study presentations should be submitted using PowerPoint.

(1) Career Public Administrator Biography: 40% (30% for Essay; 10% for Presentation)

Each student will be required to author **no longer** than an eight (8) page, excluding title page (double-spaced, 1 inch margins, Times New Roman 12 point font) biography of a public administrator (including non-profits) whose work is relevant to their own, but also someone they do not know particularly well (or perhaps at all) and seek to get to know better and learn more about. **“Close ties” in professional organizations or networks are not permitted.** Those whose PA biography subjects are approved first by me will be assigned to them. No multiple biographies on the same individual will be permitted under any circumstances.

- Send via e-mail to me (gkrause@uga.edu) the (1) Name of Person, (2) Title, (3) Organization/Agency/Department that is the subject of your biography by no later than **Tuesday September 21, 2021 at 4:00pm**. The final version of this paper must be electronically submitted in WORD format **by no later than Monday November 29, 2021 at 4:00pm**. *Failure to meet each of these respective deadlines will result in a grade reduction of one full letter grade on this assignment per missed day for each deadline.*
- The subject must be a current, active employee of a governmental agency, institution, or non-profit. These individuals can be either appointed or career civil servants at any level of government. The individual profiled must agree to serve as a subject and offer their permission that the content of the interview will be information shared with the entire class. *Only those public administrators who grant formal permission to be a subject, and also either provide or permit access to a resume or bio will be permitted for purposes of this assignment. It will be the responsibility of the student to both obtain and submit proof of formal permission from the subject to the instructor.*
- Students are responsible for setting up and conducting an interview with their subject. Interviews can be conducted via teleconferencing (e.g., Zoom, Skype), phone, or e-mail. ***Please inform your subject that you may need their access for some follow-up questions at a time after the (initial) interview.***
- In advance, each student should come up with a list of open-ended questions that focus on the following issues of interest and submit to the public administrator at least three (3) business days before your scheduled interview:
 - Why did the individual choose a career in public service?
 - How did they get there (in terms of formal educational training and previous non-professional and professional experiences)?

- What is the agency’s mission, values, and vision? What role do they play in furthering each of these dimensions?
 - What lessons or insights that they view are key “takeaway points” that they have learned along the way as a public administrator? ***Please avoid use of platitudes (e.g., “being a good listener”, “being a people person”) provided by the subject. Try to get them to part wisdom that is non-obvious for your own benefit, as well as for your own classmates with different public service interests. One of the keys to an excellent CPAB essay and presentation is providing insights from your subject with broad or universal appeal and significance to your classmates.***
 - What skills and attributes do they deem most critical for the next generation of public administrators?
- A key aspect of the CPAB Project is each student’s ability to effectively link their subject’s story and insights into broader relevance for their classmates with diverse and varying public sector career interests.
 - Please ask the interview subject whether they would be comfortable with you taking notes during the interview session. If they are not, then please refrain from taking notes during your interview session and allot time immediately following this session to pen every comment that you can recall afterwards.
 - The written essay should be broken into sections based upon the bulleted query headings noted above. ***I strongly encourage students to link relevant insights obtained from the assigned readings and classroom lecture, discussions, and team-based projects applied to your public administrator.*** The public administrator’s own resume or bio must be submitted with the student’s own paper.

Late Assignments are subject to being penalized one full letter grade for each assignment per day late (starting at the assigned deadline date and time duly noted in the course syllabus).

(2) A Pair of Case Study-Based Policy Memos: 30% (2 × 15% Per Assignment: Only Final Submissions Are Graded)

The instructor will provide a choice of two (2) case studies for students to choose one (1) among to serve as the basis for each case study policy memo ‘take home’ assignment. The case study memo will entail:

- (1) converting a case study into “policy memo” form;
- (2) effective application of relevant theoretical concepts to the substance of the case study;
- (3) a maximum of five (5) double-spaced pages (including references – single page maximum)

Students are prohibited from working with classmates on these assignments. Any questions should be directed towards the instructor. These case studies are being chosen for these particular assignments since it requires students to learn a critical skill in the conduct and practice of public administration – **the facility to distill content from a longer, narrative case study format into a more succinct and analytical policy memo format.** This will assist students learning how to digest and condense longer reports by providing ‘value-added’ in terms of incorporating their own analysis and insights. There is considerable content online that provide excellent guidance on how to write an effective policy memo. For an excellent overview of the process of penning a policy memo, University of Michigan’s Ford School of Public Policy has this wonderful and easy to follow chart of the process (<http://fordschool.umich.edu/writing-center/policy-writing-overview>). Additional resources on how to get started and tackle writing a policy memo include the Harvard Kennedy School’s “How To Write a Policy Memo” by Lauren Brodsky (https://projects.iq.harvard.edu/files/hks-communications-program/files/lb_how_to_write_pol_mem_9_08_17.pdf); plus a modified version of a Marie Danziger “Option and Decision Memos” from HKS (1988) adapted by Luciana Herman employed at Stanford Law School (<https://www-cdn.law.stanford.edu/wp-content/uploads/2015/04/Policy-Memo-Guidelines-2.pdf>). In addition, Bob Behn offers some additional terrific tips making word and sentence choices count for maximum effect https://shorensteincenter.org/wp-content/uploads/2012/07/Behn-Craft-of-Memo-Writing-2013-3rev8_26_13.pdf). Additional tips on writing policy memos can be found via NYU Wagner School: (<https://wagner.nyu.edu/files/students/NYU%20Wagner%20Memo%20About%20Memos.pdf>). An excellent primer on the types of data visualization/graphics that can be used in a memo or presentation was authored by Jonathan Schwabish (2014: *Journal of Economic Perspectives* <http://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.28.1.209>), and the means to implement them on your own in Stata statistical software package for those interested (<http://data.princeton.edu/stata/graphics.html>).

Late Assignments are subject to being penalized one full letter grade for each assignment per day late (starting at the assigned deadline date and time duly noted in the course syllabus).

(3) In-Class Team-Based Case Study Projects: 30% (3 × 10% Per Team Project)

Each student will be graded as a contributing member of a team that produces an analysis for a case study assigned by the instructor. These projects will be assigned to team from the shorter case studies appearing in the Kettl textbook at the beginning of the course. Active participants in the team receive the same grade based on the caliber of their work output reflected in the content of the presentation – inactive or unexcused team members will receive an F grade (0.0) per sessions inactive/missed. All team members are required to actively and effectively contribute to their team’s output for every session. ***All assigned teams are final, unless deemed necessary for educational purposes at the discretion of the instructor.***

State The Case Study: What is the Problem That Necessitated Action?

- Process(es) of Handling the Matter
- Problems, Challenges, Obstacles (Both in the Present and Beyond)
- Successes/Achievements (or lack thereof)
- Implications/Lessons Learned for the Future

Students are required to integrate theoretical concepts into the substantive of the case studies to link theory with practice and/or practical suggestions/guidance for public administrators. Students who are absent or miss class with an **Excused absence** will have their grade be weighted based on the assignments that they both attend and participate. **Unexcused absences** will be awarded a score of 0.0 (F) on missed assignments. The instructor will determine classification of absences (i.e., excused or unexcused) based on verifiable documentation from an appropriate professional given the reason for the class session absence.

GRADING SCALE FOR PROJECTS

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

Letter Grade	Points	Letter Grade	Points
A+	4.25	B-/C+	2.50
A+/A	4.125	C+	2.25
A	4.00	C	2.00
A/A-	3.875	C-	1.75
A-	3.75	C-/D+	1.50
A-/B+	3.50	D+	1.25
B+	3.25	D	1.00
B	3.00	D-	0.75
B-	2.75	F	0.00

Students final course grade will be based on a weighted average of the Points Per Assignment multiplied by its Weight/Contribution to their final course grade outlined in the preceding content in the course syllabus. The “in-between” grades on individual assignments are designed 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)

Letter Grade	Points	Letter Grade	Points
A (+)*	4.00 – 4.25	C+	2.50 – 2.74
A	3.75 – 3.99	C	2.25 – 2.49
A-	3.50 – 3.74	C-	2.00 – 2.24
B+	3.25 – 3.49	D+	1.75 – 1.99
B	3.00 – 3.24	D	1.50 – 1.74
B-	2.75 – 2.99	D-	1.25 – 1.49
		F	0.00 – 1.24

PADP 6910 FALL 2021 COURSE SCHEDULE

Session	Date	Course Topics/Subject Material	Required Readings (Prior to Class Session)
		<i>UNIT I: PUBLIC SERVICE IN A DEMOCRACY</i>	
1	8/23/2021	Course Syllabus/ & Overview; The Role of Government and Public Administration in a Democracy	<i>Ketl (Chapters 1-2)</i> <i>Shafritz & Hyde (White: 68; Waldo: 149)</i>
2	8/30/2021	Executive Branch Administration: Accountability & Politics	<i>Ketl (Chapters 5; 14)</i> <i>Shafritz & Hyde (Goodnow: 48; Brownlow, et al.: 114; Kaufman: 265; Rosenbloom: 421)</i> <i>Topic–Application: Why Does Government Underinvest in ‘Prevention’? In Pursuit of the Public Interest? (Lewis 2006 PAR; Gailmard and Patty 2019 AJPS)</i>
	9/6/2021	LABOR DAY HOLIDAY (NO CLASS)	
3	9/13/2021	Organizational Theory in Public Administration	<i>Ketl (Chapter 4)</i> <i>Shafritz & Hyde (Parker Follett: 76; Gulick: 105; Ott: 465)</i> <i>Topic–Application: Bureaucratic Dysfunction from Within (Harklau 2016: AJEd) & from Outside Public Bureaucracies (Ingrams et al: 2020 PPMG)</i>
4	9/20/2021	Unit I: Team Case Study Presentations (Virtual Zoom Class Session)	Policy Memo # 1 Draft Submission Due Prior to Class Session FINAL CPAB SUBJECT APPROVAL DEADLINE: Tuesday September 21 @ 4:00pm
5	9/27/2021	WORKSHOP I: Policy Memos & Getting Started on Career Administrator Biography Research (Virtual Zoom Class Session)	<i>Instructor Feedback on Policy Memo # 1</i>
		<i>UNIT II: ADMINISTRATIVE CHALLENGES & INEQUALITIES IN A DEMOCRACY</i>	
6	10/4/2021	Organizational Problems and Challenges in Public Administration	Policy Memo # 1 Final Submission Due Prior to Class Session <i>Ketl (Chapters 6; 7)</i> <i>Shafritz & Hyde (Downs: 238; Allison: 384; National Performance Review: 514)</i> <i>Topic–Application: The Limits of Administrative Reforms: Macro Perspective (Meier, et al. 2020 A&S); Micro Perspective (Roch 2018: CPS)</i>
7	10/11/2021	Administrative Burdens and Disparities, I: Macro-level Forces – “Political Design & Perceptions of Fairness”	<i>Ketl (Chapter 13)</i> <i>Shafritz & Hyde (Merton: 119; Krislov 339)</i>

			<i>Topic–Application: Administrative Burdens in Social Programs (Herd, et al. 2015) & Fairness Perceptions in Education (Keiser and Smith 2021)</i>
8	10/18/2021	Administrative Burdens and Disparities, II: Miro-level Forces – “Task Engagement by Street-Level Bureaucrats”	<i>Kettl (Chapter 3) Shafritz & Hyde (Frederickson: 282; Lipsky: 402; Stivers: 481) Topic–Application: Administrative Burdens in Policing: Racial & Gender Dimensions (Headley & Wright: 2020 PAR; Shoub, et al: 2021 AJPS)</i>
9	10/25/2021	Unit II: Team Case Study Presentations (Virtual Zoom Class Session)	Policy Memo # 2 Draft Submission Due Prior to Class Session
		UNIT III: ADMINISTRATIVE PROFESSIONALISM IN A DEMOCRACY	
10	11/1/2021	The Personnel Function: Expertise, Civil Service, & Human Capital	<i>Instructor Feedback on Policy Memo # 2 Kettl (Chapters 8; 9) Shafritz & Hyde (McGregor: 166; Perry & Wise: 491) Topic–Application: The Erosion of the U.S. Administrative State [Kellough 2019 Gaus Lecture; Lewis Daedalus 2021 article]</i>
11	11/8/2021	Administrative Performance: Budgeting & Implementation	Policy Memo # 2 Final Submission Due Prior to Class Session <i>Kettl (Chapters 11; 12) Shafritz & Hyde (Caiden: 410; U.S. CBO: 522; Bardach: 318) Topic–Application: Did Centralized Budgeting Improve U.S. Federal Budget Performance? [Krause & Jin 2020 Governance]; “After the Vote”: [Struthers, et al: 2021 COiES]</i>
12	11/15/2021	Unit III: Team Case Study Presentations (Virtual Zoom Class Session)	
	11/22/2021	WORKSHOP II: Individual Student Assistance Meetings: Career Administrator Biography Projects (Virtual Zoom Meetings)	
13	11/29/2021	Career Administrator Biography Presentations, Group 1	ALL Career Administrator Biographies Due Prior to 11/29 Class Session
14	12/06/2021	Career Administrator Biography Presentations, Group 2	

CPAB PROJECT: TIMELINE IN ACCORDANCE WITH SEMESTER SCHEDULE

<u>Session</u>	<u>Date</u>	<u>Timeline of CPAB Tasks Performed</u> <i>(Tasks Can Be Performed Earlier)</i>
1	8/23/2021	
2	8/30/2021	<i>Preliminary Research on Three (3) CPAB Potential Subjects & Solicit Subjects for Approval</i>
	9/6/2021	
3	9/13/2021	<i>Preliminary Research on Three (3) CPAB Potential Subjects & Solicit Subjects for Approval</i>
4	9/20/2021	<i>Finalize Securing CPAB Subjects' Willingness to Participate</i> FINAL APPROVAL DEADLINE: Tuesday September 21 @ 4:00pm
5	9/27/2021	<i>Formulate Interview Questions, Additional Background Research, and Conduct Interview(s)</i>
6	10/4/2021	<i>Formulate Interview Questions, Additional Background Research, and Conduct Interview(s)</i>
7	10/11/2021	<i>Formulate Interview Questions, Additional Background Research, and Conduct Interview(s)</i>
8	10/18/2021	<i>"Follow-Up" Research & Interview(s)</i>
9	10/25/2021	<i>"Follow-Up" Research & Interview(s)</i>
10	11/1/2021	<i>Composition of CPAB Essay</i>
11	11/8/2021	<i>Composition of CPAB Essay</i>
12	11/15/2021	<i>Composition of CPAB Essay</i>
	11/22/2021	CPAB WORKSHOP & Refinement of CPAB Essay
13	11/29/2021	ALL Career Public Administrator Biographies Due @ 4:00pm PRESENTATIONS: GROUP 1
14	12/06/2020	PRESENTATIONS: GROUP 2