



PADP 6960 PUBLIC MANAGEMENT

* Disclaimer: The course syllabus is a general plan; the instructor may announce deviations on eLc

Spring 2023
School of Public and International Affairs
University of Georgia

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Course Description

This course exposes students to the core knowledge and skills on managing public organizations. The main disciplinary background will be public administration, but insights from political science, sociology, and psychology will also be combined.

Course Topics and Learning Objectives

Below are the topics that will be covered in the course. At the end of the semester, students should be able to articulate critical issues of public management in an organized and systematic manner.

- Foundations of government in a republican state
- Influence of politics and law on public organizations
- Goal, task, and performance of public organizations
- Environment of public organizations
- Bureaucracy and organizational structure
- Public leadership and human resources management
- Organizational culture and climate
- Diversity and inclusion management
- Strategic planning, innovation, and technology
- Citizen-government interactions

Course Materials

Every week after class, students will read book chapters, journal articles, or other texts related to the class and solve weekly quiz. All materials will be made available on eLc by the instructor (full reading list can be found on page 4). There is no required textbook.

Important Course Policies

- Be respectful during all in-person and email interactions with the instructor and other colleagues. Refrain from personal attacks or demeaning comments of any kind.



- Make sure to keep academic integrity.
- Remember to keep confidential all issues of a personal or professional nature that are discussed in class.
- Refrain from doing things that are not related to this class in the classroom.

Grading

Final grading shall be on a standard scale as follows. To guarantee a fair and equal opportunity for students, **1) late submissions will not be graded and 2) no revise and resubmission will be allowed once the assignments are graded.**

A	100 – 93 (%)	C	75.99 – 73
A-	92.99 – 90	C-	72.99 – 70
B+	89.99 – 86	D	69.99 – 60
B	85.99 – 83	F	59.99 or below
B-	82.99 – 80		
C+	79.99 – 76		

Class Participation (10%)

Students will lose attendance points **(10% of the grade) on their 4th absence regardless of the reason.** Students who actively participate might earn bonus points, and those who violate the course policies (see above) might lose points.

Weekly Quiz (20%)

Every week after class, students solve five questions related to the lecture and reading materials on eLC **(2% per week × 10 weeks = 20%)**. For each weekly quiz, students who get two or more questions wrong will lose 0.5% of the grade per wrong answer.

Group Presentation (20%)

Students will be grouped for a group presentation at the end of the semester. The presentation should cover the bullet points below. Presentations cannot exceed 15 minutes. Avoid text-heavy slides. The group that gets the most votes in the anonymous peer evaluation may earn extra points.

- Pick a public/nonprofit organization and provide an overview of it.
- Identify its good and bad managerial practices (one each) and explain why they are good or bad.
- Suggest ideas to help improve the bad practice.
- Discuss potential barriers to the implementation of your ideas.

Midterm Essay (20%)

For the midterm exam, students will do a take-home comprehensive essay that addresses **one of three questions** that will be announced the week before midterm on eLc. You should incorporate learnings from the lecture, class discussions, and readings when writing the essay.

*Format: 12 points Garamond, double-spaced, minimum 3 pages excluding title and references.



Final Essay (30%)

For the final exam, students will write a take-home essay. Students will pick **two of four dilemmas** from the list below and address the following bullet points for each dilemma of their choice. You should incorporate learnings from the lecture, class discussions, and readings when writing the essay.

**Format: 12 points Garamond, double-spaced, minimum 5 pages excluding title and references.*

#1 “Accountability Dilemma”

Public managers should design accountability mechanisms to prevent bad performance of employees. Accountability mechanisms, however, sometimes do more harm than good to employee performance. For example, stringent employee oversight without a proper understanding of the task may undermine employee professionalism and autonomy.

#2 “Measurement dilemma”

Public managers should measure employee performance to keep track of its quality. Performance measurement, however, sometimes do more harm than good to employee performance. For example, employees will likely be tempted to disregard things that are not on the metrics.

#3 “Feedback dilemma”

Public managers should care about external feedback such as from elected politicians or individual citizens. Incorporating external feedback in public management, however, sometimes do more harm than good to employee performance. For example, politicians often make unreasonable assessment of government and make insensible requests for reelection.

#4 “Multidimensional public interest dilemma”

Public managers should respond to societal demands and fulfill public interest. However, there are often multiple and conflicting demands where pursuing one comes at the expense of the other(s). For example, in policing, aggressive stop and frisk may contribute to crime control to an extent yet may escalate racial profiling and undermine social equity.

- Describe the dilemma in greater depth for an overview.
- Identify a situation of the dilemma in the policy area of your interest (extra points if you identify a situation other than the examples above given by the instructor).
- Explain how the dilemma shows that public organizations cannot be managed like private businesses.
- Suggest your own ideas to help resolve the dilemma and discuss potential barriers to the implementation of your ideas.

Class Schedule

Our class will meet in-person according to the schedule on the following page.



Week	Topics	Required Readings (<u>read in order</u>)
Intro 1/9	Syllabus, course overview, and introductory discussion	
Holiday 1/16	No class (Martin Luther King Jr. Day)	
Week 1 1/23	Foundations of government and organizational publicness	Pettit (2021), Rainey (2015) p.69-p.76
Week 2 1/23	Influence of politics and law on public organizations	Svara (2001), Rainey (2015) p.109-p.132, Dahlström and Lapuente (2022)
Week 3 1/30	Goal, task, and performance of public organizations	Wilson (1989) p.58-63, Chun and Rainey (2005) p.1-4, Christensen and Lcegreid (2021)
Week 4 2/6	Environment of public organizations	Rainey (2015) p.94-p.98, Carpenter and Krause (2012), Van der Wal (2020)
Week 5 2/13	Bureaucracy and organizational structure	Hoy (2018), Young (2011) Chapter 4, DeHart-Davis (2008), Jimenez (2017)
Week 6 2/20	Student group presentation 1	
Midterm 2/27	No class Comprehensive essay due 3/5 11:59pm	
Break 3/6	No class (Spring break)	
Week 6 3/13	Public leadership and human resources management	O'Malley (2019), Moynihan et al. (2013) p.87-96, Paarlberg and Lavigna (2010)
Week 7 3/13	Organizational culture and climate	Berger and Luckmann (1966) part 1, Moynihan (2012), Reynold (2020)
Week 8 3/20	Managing diversity and inclusion	Wooldridge et al. (2015), Riccucci and Van Ryzin (2017)
Week 9 3/27	Strategic planning, innovation, and technology	Wilson (1989) p.276-293, Poister (2010), Moynihan (2005)
Week 10 4/3	Citizen-state interactions	Moynihan et al. (2015), Nabatchi et al. (2017)
Week 11 4/10	Case study: Policing and law enforcement	
Week 12 4/17	Student group presentation 2	



Final	No class
5/1	Take-home essay due 5/7 11:59pm

*Class will not meet on dates highlighted in red.

Academic Integrity Policy

All academic work must meet the standards described in “A Culture of Honesty,” the University’s policy and procedures for handling cases of suspected dishonest, which can be found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. The UGA Student Honor Code states “*I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.*” Lack of knowledge of the policy is not a reasonable explanation for a violation. **Academic dishonesty violations will result in a minimum penalty of a ‘0%’ on the assignment or exam, can escalate to an academic dishonesty charge brought by the instructor, and can result in dismissal from the program of study and the University.**

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:

- 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.

Supports and Accommodations

Disability Resource Center

The Disability Resource Center (<https://drc.uga.edu>), works with students who have documented disabilities to access reasonable accommodations and academic supports. For more information or to speak with a coordinator, please call the Disability Resource Center at (706) 542-8719. Disability-based adjustments to course expectations can be arranged only through this process. If you determine that formal, disability-related accommodations are necessary, it is important that you be registered with the Disability Resource Center and notify the instructor of your eligibility for reasonable accommodations in order to participate in course activities or meet course requirements. We can then plan how best to coordinate your accommodations.



Religious Accommodations

UGA's religious accommodations policy, found at <https://eoo.uga.edu/definitions/religiousaccommodations>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the Religious Holidays Attendance Policy, students can be allowed to make up work because of a religious observance provided that you notify the instructor. Please look over the course schedule and contact the instructor by the end of the second week of class if there are any classes you will miss due to a religious observance.

Preferred Names/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.

Mental Health and Wellness Resources

UGA has several resources to aid in your mental and emotional health needs. You can take note of the following support resources.

- 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 Mobile App.