

PADP 3000: Introduction to Public Administration

Melanie Waddell

Fall 2022

CRN 36729

Instructor: Melanie Waddell, M.A.
Email: melanie.waddell25@uga.edu

Class Time: MWF 3:00 – 3:50
Location: Baldwin Hall 0102

Office Hours: MW 2:00 – 3:00, Baldwin Hall 406

Course Description:

This course is designed to provide students an overview of major issues of administration and public agencies, such as personnel, finance, administrative law, and the growth and significance of governmental bureaucracy. This class will be comprised of discussion and lecture regarding basic issues in PA. It is meant to provide you with an introductory level of knowledge from which to explore deeper issues in PA. Ultimately, you should leave this class with an understanding of the American political system and how it relates to the field of public administration.

Prerequisites: POLS 1101 or POLS 1101E or POLS 1105H

Course Readings:

There is no required text for this course. Readings are available via the class eLC content page.

Note: This is a reading intensive course. Students will be expected to be knowledgeable about the readings.

Required Technology & Communication:

The course materials as well as course announcements will be posted through eLC. Assignments should be submitted online through eLC. Please note that you cannot reply to an email I send out via eLC (ending in @uga.view.usg.edu) through your campus email. You can only reply to emails sent via eLC through the messaging tab in eLC itself. Due to privacy and confidentiality concerns, I can only reply to emails sent from your UGA account (or through the eLC messaging tab). If you would like to attend office hours but cannot meet during the scheduled time, please email me to set up an alternative. I am happy to provide Zoom office hours as well as in person hours at a different time convenient to us both. Office hours are set aside for students, so please do not hesitate to drop by or set up an appointment for another time.

Grading:

Guided Reading – 10%

Memo 1 – 20%

Memo 2 – 20%

Midterm – 25%

Final – 25%

Note – Participation will not be graded but is expected as this is a discussion-based course. If students do not participate in discussion, it may become necessary to adjust this grading breakdown with supplemental weekly assignments to ensure students are completing the readings. If this occurs, I will update and redistribute the syllabus.

100-94 A	79-77 C+	63-60 D-
93-90 A-	76-74 C	59-0 F
89-87 B+	73-70 C-	
86-84 B	69-67 D+	
83-80 B-	66-64 D	

Late Assignments and Make-Up Policy:

Documentation for legitimate excuses for absence from an exam (e.g., emergency or illness) must be presented and accepted prior to the exam when feasible. Late assignments will be docked 5% per day (including weekends). Please note that exams are not assignments. If you have any issues, please let me know. Most problems you may experience during the course can be solved fairly easily if you let me know early – this includes any requests for exam changes, extensions, etc. I understand emergencies happen, but I am going to be able to assist you far more if you can let me know of any issues in advance.

Disability Resource Center:

If you anticipate needing accommodations due to the impact of a disability or medical condition, you must register for services with the Disability Resource Center. Additional information can be found here: <https://drc.uga.edu/>

Withdrawal Policy:

Undergraduate students can only withdraw from four courses and receive a withdrawal-passing (WP) grade while enrolled at the University. Students can drop any class without penalty during the drop/add period at the beginning of every semester. Dropped courses during the drop/add period do not qualify as withdrawals. Instructors have the ability to withdraw a student from the class due to excessive absences. Please review the policy here: <https://reg.uga.edu/general-information/policies/withdrawals/>

Culture of Honesty Policy:

You are responsible for knowing and complying with the policy and procedures relating to academic honesty. To understand what constitutes dishonest work, as defined by the University, please carefully review the policy here: https://honesty.uga.edu/_resources/documents/academic_honesty_policy_2017.pdf

Sensitive Issues:

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. Please advise me of pronoun/name preferences early in the semester so that I may make appropriate changes to my records. Also please note that sensitive topics may be discussed during this course when used as examples of policies. I will endeavor to treat these topics with the deference and sensitivity they deserve, but this is at its core, a class

about American politics so these issues may be important to discuss. If you have any issues with any topics brought up (or any topics that may conceivably come up), please let me know.

Mental Health and Wellness 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.

COVID and Illness Accommodations:

For every class, I will post slides as well as any materials I use in class for lectures on eLC. To assist students who may miss class on a consistent basis due to illness such as those who may need to isolate per CDC guidelines due to a COVID diagnosis, students with Disability Resource Center (DRC)-recommended accommodations, or other circumstances, I am happy to provide recordings from missed classes. However, in order to access the materials to allow me to record the entire class, I'll need a request 24 hrs in advance of the missed class and this will be at the discretion of the instructor. Due to this being an in-person class, there won't be a hybrid or Zoom option. Any needed additional illness accommodations will be made on a case-by-case basis.

Assignments and Exams:

Note: Use of any open AI software to complete written assignments and exams is prohibited.

Midterm and Final Exam:

The Midterm and Final Exams will be take-home exams, provided on eLC. These are open-note, open-reading exams which students are to work on alone.

Memos:

There are two memo assignments for this class. Memos should be around 5 pages including a cover page (1 pg), memo (2-3 pgs), and appendix (1-2 pgs). Memos are on topics of your choosing. If you have trouble choosing a topic, I recommend searching for something in the news that strikes your interest. The memo can be anything related to public administration, public policy, or governance in general. Previous students have chosen topics of all kinds with issues ranging from agriculture laws to sports stadiums. Additional memo instructions will be provided via eLC, including a rubric and prior student memo examples. I will review and return (with feedback) any memos sent to me by two weeks before the memo deadline (February 3 and March 31).

Guided Reading:

With a partner, prepare a guided reading sheet for 2 readings in the course (one in the first half, and one in the second). Guided reading sheets should summarize the reading, but should mainly be used as a series of questions and bullet points to help readers when going through the reading. Each reading is worth 5% of the Guided Readings grade category. These will be distributed to classmates to help them prepare for our in-class discussions. Guided Reading sheets are due by noon the day before the class where that reading is to be discussed. An example sheet will be provided for the first readings of the Constitution.

In-Class Discussion Assignment (*optional*):

This assignment is optional, and will be worth a TBD amount of extra credit points towards your final grade. The discussion will take up a 50 minute class period and will provide students the chance to discuss a variety of topics related to what the bureaucracy should be. The discussion will focus on the lenses of neutral competence, responsive competence, a new neutral competence, new public administration, and a globalization approach. Students will be randomly assigned to a discussion group. Before the in-class discussion, time will be given in previous classes to allow groups to meet and discuss. However, please note that the majority of work diving into the readings provided for each discussion position and coming up with talking points will be done outside of the classroom.

Course Schedule:

(Note: This schedule is subject to change. For ex., I have two conferences I may attend in April which may necessitate online lectures rather than in-person class. More info to be provided closer to time.)

Week 1: Origins of Public Administration

January 9 – Syllabus Overview and Introduction

January 11 – Constitutional Foundations

- Various. (1787). *U.S. Constitution*: Article I § 8; Article II § 2-3; Article III § 2.

January 13 – Theoretical Foundations

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

Week 2: What is PA?

January 16 – *no class (MLK day)*

January 18 – Theoretical Foundations (cont.)

- Simon, H. A. (2018). The proverbs of administration. In *Democracy, bureaucracy, and the study of administration* (pp. 38-59). Routledge.
- Dahl, R. A. (2018). The science of public administration: Three problems. In *Democracy, bureaucracy, and the study of administration* (pp. 60-76). Routledge.

January 20 – What is PA?

- Long, N. E. (1952). Bureaucracy and constitutionalism. *American Political Science Review*, 46(3), 808-818.

Week 3: Growth and Significance of Bureaucracy

January 23 – What is Bureaucracy? (PA in an American context)

- Rosenbloom, D. H. (1983). Public Administrative Theory and the Separation of Powers. *Public Administration Re-view*, 43(3), 219-227.
- **(Highlights only)** - Lunenburg, F. C. (n.d.). Organizational Structure and Design. *Journal of Educational Leadership and Policy Studies*, 1(1).

January 25 – Dual Nature of Bureaucracy (Inefficient and Efficient)

- Williamson, O. E. (1999). Public and private bureaucracies: a transaction cost economics perspective. *The Journal of Law, Economics, and Organization*, 15(1), 306-342.

January 27 – Decentralization

- Kaufman, H. (1969). Administrative decentralization and political power. *Public administration review*, 29(1), 3-15.

Week 4: Government and Nonprofits

January 30 – Role of Government

- Kettl, D. F. (2000). *The Transformation of Governance: Globalization, Devolution, and the Role of Government*. *Public Administration Review*, 60(6), 488–497. doi:10.1111/0033-3352.00112

February 1 – Government and Nonprofits

- Van Slyke, D. M. (2007). Agents or stewards: Using theory to understand the government-nonprofit social service contracting relationship. *Journal of public administration research and theory*, 17(2), 157-187.

February 3 – Challenges of Nonprofits

- Smith, S. R. (2008). The challenge of strengthening nonprofits and civil society. *Public Administration Review*, 68, S132-S145.

Week 5: Privatization and Changing Landscape

February 6 – Case Studies

February 8 – Case Studies

February 10 – Case Studies

Week 6: Coordination and Cooperation

February 13 – Collaborative Governance

- Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of public administration research and theory*, 18(4), 543-571.

February 15 – Cross Sector Collaboration

- Bryson, J. M., Crosby, B. C., & Stone, M. M. (2006). The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature. *Public Administration Review*, 66(s1), 44–55. doi:10.1111/j.1540-6210.2006.00665.x

February 17 – Participation

- Fung, Archon. “Varieties of Participation in Complex Governance.” *Public Administration Review*, vol. 66, 2006, pp. 66–75. *JSTOR*, <http://www.jstor.org/stable/4096571>.
- **Memo 1 due (11:59 pm on eLC)**

Week 7: Organization Theory

February 20 – Organization Commitment

- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human resource management review*, 1(1), 61-89.

February 22 – Employee Empowerment

- Fernandez, S., & Moldogaziev, T. (2013). Employee empowerment, employee attitudes, and performance: Testing a causal model. *Public Administration Review*, 73(3), 490-506.

February 24 – Representation

- Bradbury, M. D., & Kellough, J. E. (2008). Representative bureaucracy: Exploring the potential for active representation in local government. *Journal of Public Administration Research and Theory*, 18(4), 697-714.

Week 8: Personnel

February 27 – The Agency's Position (and an Employee's Position within an Agency)

- Carrigan, C. (2018). Unpacking the effects of competing mandates on agency performance. *Public Administration Review*, 78(5), 669-683.

March 1 – Performance

- Brewer, G. A., & Walker, R. M. (2013). Personnel constraints in public organizations: The impact of reward and punishment on organizational performance. *Public administration review*, 73(1), 121-131.

March 3 – Goals

- Seijts, G. H., Latham, G. P., Tasa, K., & Latham, B. W. (2004). Goal setting and goal orientation: An integration of two different yet related literatures. *Academy of management journal*, 47(2), 227-239.
- **Midterm due 11:59 pm. (Take home, on eLC)**

Week 9: Break

March 6 - 10 – **Spring Break**

Week 10: Tasks and Everyday Concerns

March 13 – Day to Day work and Political Pressure

- Wood, A. K., & Lewis, D. E. (2017). Agency performance challenges and agency politicization. *Journal of Public Administration Research and Theory*, 27(4), 581-595.

March 15 – Discretion

- Excerpts from Lipsky, M. (2010). *Street-level bureaucracy: Dilemmas of the individual in public service*. Russell Sage Foundation.

March 17 – What should management be focused on?

- Behn, R. D. (1995). The Big Questions of Public Management. *Public Administration Review*, 55(4), 313. doi:10.2307/977122

Week 11: Decision-making

March 20 – How to think about the problems of government?

- Ostrom, V., & Ostrom, E. (1971). Public Choice: A Different Approach to the Study of Public Administration. *Public Administration Review*, 31(2), 203. doi:10.2307/974676

March 22 – Management

- Hassan, S., & Hatmaker, D. M. (2015). Leadership and performance of public employees: Effects of the quality and characteristics of manager-employee relationships. *Journal of Public Administration Research and Theory*, 25(4), 1127-1155.

March 23 – **Withdrawal deadline**

March 24 – The Balancing Act (Decisions, Errors, and Responsibility)

- Landau, M. (1969). Redundancy, Rationality, and the Problem of Duplication and Overlap. *Public Administration Review*, 29(4), 346. doi:10.2307/973247

Week 12: Administrative Law

March 27 – Rulemaking

- Administrative Procedure Act (1946)
- Case Excerpts (on eLC)

March 29 – Adjudication, Due Process, and Hearings

- Administrative Procedure Act (1946)
- Case Excerpts (on eLC)

March 31 – Issues in Admin Law

- Articles and case excerpts (on eLC)

Week 13: Budgeting

April 3 – Theoretical Foundation (or lack thereof)

- Key, V. O. (1940). The lack of a budgetary theory. *American Political Science Review*, 34(6), 1137-1144.

April 5 – Issues in Budgeting

- Lindblom, C. E. (1959). The Science of “Muddling Through.” *Public Administration Review*, 19(2), 79–88. <https://doi.org/10.2307/973677>

April 7 – Issues in Budgeting (cont.)

- Lindblom, C. E. (1979). Still Muddling, Not Yet Through. *Public Administration Review*, 39(6), 517–526. <https://doi.org/10.2307/976178>

Week 14: Oversight and Accountability

April 10 – Neutral Competence (Pros/Cons)

- Rourke, F. E. (2018). Responsiveness and neutral competence in American bureaucracy. In *Democracy, Bureaucracy, and the Study of Administration* (pp. 205-221). Routledge.
- **In-class Discussion with Assigned Roles** (additional readings based on discussion position on eLC)

April 12 – The Internal Struggle of Agencies

- Pfiffner, J. P. (1987). Political appointees and career executives: The democracy-bureaucracy nexus in the third century. *Public Administration Review*, 57-65.

April 14 – Oversight

- Assorted case excerpts and articles (on eLC)
- **Memo 2 due (11:59 pm on eLC)**

Week 15: Reforms

April 17 – Budget Reforms

- Rubin, I. (2007). The great unraveling: Federal budgeting, 1998–2006. *Public Administration Review*, 67(4), 608-617.

April 19 – New Public Management

- Hood, C. (1991). A public management for all seasons?. *Public administration*, 69(1), 3-19.

April 21 – Performance Management

- Lavertu, S., Lewis, D. E., & Moynihan, D. P. (2013). Government reform, political ideology, and administrative burden: The case of performance management in the Bush administration. *Public Administration Review*, 73(6), 845-857.

Week 16: Future Issues

April 24 – Paradigm Shifts

- Henry, N. (1975). *Paradigms of Public Administration*. *Public Administration Review*, 35(4), 378. doi:10.2307/974540

April 26 – My Idea of Future Challenges (*no new readings*)

April 28 – Your Idea of Future Challenges (*articles of your choosing*)

Week 17: Wrap Up

May 1 – Questions and Review (*no new readings*)

- ***Last day of class***

May 2 – ***Reading Day***

May 3 - 9 – Final Exam (*take-home, on eLC*)