



PADP 6960 PUBLIC MANAGEMENT Fall 2023

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

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Office hours: by appointment only

(To meet me outside of class, email me at least 24 hours in advance to set a specific time)

Course Description and Learning Objectives

This course introduces students to the knowledge and skills necessary for managing public organizations. While the primary disciplinary focus is on public administration, the course also incorporates insights from political science, sociology, and psychology. This course contributes to our MPA program's 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 groups or 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.”

Course Materials

Students will read book chapters, journal articles, or other relevant texts provided by the instructor through eLC (full reading list can be found on page 4). There is no required textbook. Presentation slides will be made available prior to class. Please respect the fact that they are the intellectual property of the instructor and are to be used strictly for educational purposes.

Clarifications and Expectations (important)

There are a few points I would like to clarify before students finalize their decision to remain registered for this course:

- This is a reading and activity intensive course. A key to earning a decent grade is to firmly grasp the assigned readings and perform well in in-class activities.
- There will be no midterm exam. Final exam will be replaced by a research note.
- There is no formal attendance policy for this course; however, students who do not attend classes will miss the opportunity to participate in in-class activities and debates which will contribute to a significant portion of your overall grade (see the evaluation scheme on page 2 for further details). For example, students who never show up the entire semester will lose all of debate credits and activity credits, which will result in a grade of C- or lower.
- Students are expected to perform and devote appropriate effort and time to earn their grades. Irrelevant excuses such as ‘I took x number of classes this semester’, or ‘I am looking to apply for a job at x’ will never be considered for grade adjustments.



Policies (important)

Classroom rules

- Laptops and other electronic devices may only be used offline for note-taking, writing, or reviewing lecture slides.
- Personal attacks or any form of demeaning comments are strictly prohibited at all times.
- Do not “monopolize” the conversation; give others a chance to contribute to the discussion.
- Violation of classroom rules may result in a reduction of your final grade tier (e.g., A → B), depending on the seriousness of the violation.

Grading policies

- Use of AI or word mixing software to create text or disguise plagiarized work is considered unauthorized assistance and a breach of academic integrity in this course.
- Late works after the due date will be accepted only by prior arrangement.
- Once the assignments are graded, revise and resubmission will never be allowed under any circumstances.
- Final grades may only be changed in the event of a clerical error (e.g., points summed incorrectly).
- No "extra credit" beyond what is indicated in the evaluation scheme will be assigned under any circumstances.
- For privacy reasons, information pertaining to course grades cannot be discussed over the telephone or via email.
- A final grade of “Incomplete” will only be given in this course under extraordinary circumstances and is solely at the discretion of the instructor.

Evaluation

Grading Scheme

A	100 – 93 (points)	C	76.99 – 73
A-	92.99 – 90	C-	72.99 – 70
B+	89.99 – 87	D	69.99 – 60
B	86.99 – 83	F	59.99 or below
B-	82.99 – 80		
C+	79.99 – 77		

20%	Weekly quiz
20%	Newspaper article critique
10%	In-class debates
20%	Classroom activities
30%	Research note

Weekly quiz (20%)

Every week after class, students will solve multi-choice questions related to the lecture and reading materials on eLC. Each question will be worth 0.5% of the grade, and there will be five questions for each weekly quiz. There will be 9 weekly quizzes throughout the semester. Students will be allowed to drop one quiz and earn up to 20% of the grade.

Newspaper article critique (20%)

Throughout the semester, students will critique 4 newspaper articles related to a topic in public management.



Each critique will contribute to 5% of the grade. Critiques should not exceed 3 double-spaced pages (12 font), and will address the followings:

- By drawing on the lectures and readings, paraphrase the article's core argument highlighted in red in a more organized manner.
- Evaluate the strengths and limitations of the article's argument. Provide reasonable justifications for your critique.
- Propose an improved argument of your own.

In-class debate (10%)

In the final week of the first and second half of this course, there will be an in-class debate. Each student will participate as a panelist in one debate, and as a judge in the other. The instructor will play the chairperson. The debate rules will be posted on eLC.

- Debate topic #1: Should managers of public organizations prioritize quantitatively measured employee performance over qualitative assessments from supervisors and peers?
- Debate topic #2: Should managers of public organizations prioritize responsiveness to external voices from the public rather than internal voices from employees?

The debates of the panelists will be assessed by the judges and the instructor. Panelists' grades will be calculated as the average of the instructor's evaluation and the median of judges' evaluations (i.e., peer assessment), contributing to 10% of the overall grade. Judges' peer evaluation will be single-blinded, ensuring that their evaluations remain anonymous to the panelists. The evaluations will be conducted on a group basis because debate is a team effort. Also, the instructor may grant bonus credits to judges who provide insightful peer evaluations.

Classroom activities (20%)

Each week during class, there will be brief active learning sessions. Participation in each session will be worth 2.5% of the grade. Students who are absent will miss the opportunity to participate and collect the available credits. Active learning sessions may encompass, but are not restricted to, the following:

- Student-led Discussion
- Pro Con Grid
- Application Card
- Muddiest Point / Minute Paper

Research note (30%)

In lieu of final exam, students will write a research note that will contribute to 30% of the overall grade. The note will address the following points:

- Formulate a research question related to public management that starts with "how" or "why". The research question might encompass broad issues or narrow down to a particular policy or management practice. The question may be concerning any country of your interest, but the assignment must be written in English.
 - Examples:
 - Why do police agencies adopt body-worn cameras?
 - How did the 'No Child Left Behind' Act affect school performance?
- Provide an overview of the problem and establish its significance.
- Address the research question based on data, academic sources, real cases, and/or logical reasoning.
- Draw conclusions and discuss broader implications of your analyses.
- Research note must be minimum 5 double-spaced pages (12 font), excluding title page and references.



Class Schedule

Our class will meet in-person according to the schedule below.

Week	Topics	Required Readings Prior to Class (<u>read in order</u>)	After-class Assignments
1 (Aug 17)	Syllabus and course overview		
2 (Aug 24)	Foundations of government and organizational publicness	Hobbes (1651), Chapter 13 Pettit (2021) Rainey (2015) p.69-p.76	Weekly quiz
3 (Aug 31)	Influence of politics and law on public organizations	Wilson (1887) p.209-211 Svara (2001) Rainey (2015) p.109-p.132 Marvel and McGrath (2016)	Newspaper critique / Weekly quiz
4 (Sep 7)	Goal, task, and performance of public organizations	Wilson (1989) p.207-222 Chun and Rainey (2005) p.1-4 Christensen and Lcegreid (2021)	Newspaper critique / Weekly quiz
5 (Sep 14)	Environment of public organizations and bureaucratic politics	Rainey (2015) p.94-p.98 Boon and Salomonsen (2020) Carpenter and Krause (2012)	Weekly quiz
6 (Sep 21)	Bureaucracy and organizational structure	Hoy (2018) Young (2011) Chapter 4 DeHart-Davis (2008) Jimenez (2017)	Weekly quiz
7 (Sep 28)	No class (instructor SECoPA conference)		
8 (Oct 5)	In-class debate #1 First half review		
9 (Oct 12)	No class (midterm week)		
10 (Oct 19)	Leadership and human resources management in public organizations	Rainey (2015) p.372-374 Moynihan et al. (2013) p.87-96	Newspaper critique / Weekly quiz
11 (Oct 26)	Diversity and representation in public organizations	Portillo et el. (2020) Bishu and Kennedy (2016) Guy and McCandless (2012)	Newspaper critique / Weekly quiz
12 (Nov 2)	Organizational culture and climate	Berger and Luckmann (1966) part 1 Moynihan (2012) Reynold (2020)	Weekly quiz
13 (Nov 9)	No class (instructor APPAM conference)		



14 (Nov 16)	Citizen-government interactions	Moynihan et al. (2015) Nabatchi et al. (2017)	Weekly quiz
15 (Nov 23)	No class (thanksgiving)		
16 (Nov 30)	In-class debate #2 Second half review		
17 (Dec 7)	No class (final week)		Research note

Special Needs and Academic Honesty

Students with special needs that require accommodation should notify the Office for Disability Services and me as soon as possible so the appropriate arrangements can be made. All information as well as documentation is considered confidential. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. Use of AI or word mixing software to write your paper or disguise plagiarized work is considered unauthorized assistance in this course. Suspected unauthorized assistance, or other violations of UGA’s “A Culture of Honesty,” will be reported to the Office of Academic Honesty. The link to more detailed information about academic honesty can be found at:

http://www.uga.edu/honesty/ahpd/culture_honesty.htm.

UGA Student Honor Code: *"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."*

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.

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.

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.

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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.