



UNIVERSITY OF  
GEORGIA

**PADP 3000**  
**INTRODUCTION TO PUBLIC ADMINISTRATION**  
**Department of Public Administration & Policy**

Fall 2023  
Monday, Wednesday, and Friday 11:30 – 12:20 pm  
Baldwin 102

**Instructor:** Ju Won Park

**Email:** [jwpark@uga.edu](mailto:jwpark@uga.edu) (Allow 24-hour response time)

**Office hours:** After class or Meeting by request through email

**Office:** Baldwin Hall 101x

### **COURSE DESCRIPTION**

The purpose of this course is to provide students with an overview of the field of public administration by focusing on theoretical foundation and practical knowledge. The course is organized into two major themes. The first theme, “What is Public Administration?”, provides an intensive look at the constitutional and theoretical foundations of American public administration. The second theme, “Managing Public Sector Organizations”, focuses on the processes and issues related to the operations and management of public sector organizations. The covered topics include: organizational theory and management, public personnel management, and public budgeting. Students will participate in a series of discussions, classroom activities, group presentations, and case study analyses to develop the ability to identify, analyze, and offer solutions to real-life challenges confronted by administrative agencies.

### **LEARNING OBJECTIVES**

The course seeks to develop in students:

- The ability to apply abstract public administration principles to real-world scenarios by digesting readings, conducting analysis, and proposing feasible solutions
- The ability to empirically analyze public administration issues and to present the results of those explorations clearly, concisely, and in compelling form in written and oral communication
- The ability to communicate and work with groups to solve complex problems

## **COURSE MATERIALS**

1. Kettl, D. F. (2017). *Politics of the Administrative Process* (Seventh Edition). Los Angeles: CQ Press. (You may use the previous editions)
2. Shafritz, J. M., Russell, E. W., & Borick, C. P. & Hyde, A. C. (2016). *Introducing public administration*. Routledge. (8th or 9th Edition)
3. Additional assigned readings available on the e Learning Commons Course Site.

## **COURSE POLICIES**

### **Instructor Accessibility: Feeling Lost? I can Help!**

I will strive to make sure that the course is understandable and that course works and exams are manageable. If you have any questions about the course content, structure, lectures, grades, or assignments, please do not hesitate to contact me. If you email me before 5pm, you can expect an answer on the same day. If you email me after 5pm, I will get back to you first thing in the morning. Please note that you cannot reply to an email I send out via eLC. Furthermore, you can post your course-related inquiries on the public Q&A board in eLC. It's encouraged for students to not only ask questions but also contribute to the board by answering questions posted by their classmates. This can foster a collaborative learning environment and help everyone in the class succeed.

### **Attendance and Participation Policy**

Both attendance and participation will be considered in the overall evaluation of performance. Students are expected to come to every class on time and with reading and assignments completed, prepared to participate in discussion and group work. Students are encouraged to actively participate in a manner that demonstrates attentiveness, respect, and interest in verbal and nonverbal communication.

### **In-Class Debate**

This course is highly discussion and participation based. Students will work on questions and discuss readings in groups in every class period. The goal is to use this format to help students discuss complex concepts together and then have a class-wide participatory discussion. In the discussion, there will be views from across the political, economic, and social spectrums. It is our job to learn, discuss, and debate material with an open mind, and actively listen to one another. Personal attacks or any form of demeaning comments are strictly prohibited at all times.

### **Laptop, Tablet, Cell Phone & Other Device Use**

Laptops and other electronic devices may ONLY be used for note-taking, writing, or reviewing lecture slides. The use of cellphones or other smart devices in class is prohibited unless it is for emergency calls.

### **Preferred Names/Pronouns**

I make a point to remember the names of all my students and address them by name. The class roster will include students' legal names, but I am eager to address you by your preferred name and/or gender pronoun if informed early on.

### **Special Accommodations**

If you have a condition that makes it difficult to complete the work described in this syllabus, please notify the Disability Resource Center and the instructor within the first two weeks of class in order to develop alternative arrangements. All information and documentation of the disability will be confidential. All documentation must be received and relayed to the instructor within the first four weeks of class.

### **Academic Honesty**

Cheating, plagiarism, and unauthorized assistance will not be tolerated. As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

### **Prohibition on Recording or Sharing 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 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.

### **Syllabus Disclaimer**

The instructor reserves the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class and/or via email about the change(s). Students should check their UGA email inbox regularly for updates and other information pertinent to the course.

### **Withdrawal Policy**

Any students wishing to withdraw from the course must follow the University's course withdrawal procedures. Last day to withdraw from full semester classes: October 23, 2023.

## COURSE REQUIREMENT AND EVALUATION

### Grading Breakdown by Percentage

Attendance	5%
Participation	10%
Two Exams (30% each)	60%
Case Study Assignment	10%
Case Analysis Group Presentation	15%
<b>Total:</b>	<b>100%</b>

**Attendance (5%)** Attendance at each class session is expected. Attendance is worth 5 % of your final grade. There are 2 unexcused absences. I do not need to know the reason for these absences. Any unexcused absences after the 2 freebies will result in a reduced final grade. Keep in mind that a horrible attendance record can erase participation because it's hard to participate if you are not around. If you cannot make it to class, email me before the class and let me know what's going on. Absences will be approved with a reasonable excuse. Excused absences can include religious holidays, pre-approved professional activities, injury or illness of the student, or immediate family member issues. Verification of these events will be needed. If you come to class after I have taken roll, please come up to me after class and make sure I marked you as present. It is your responsibility to make sure I have marked your presence.

**Participation (10%)** This is a discussion-based course and participation is critical to you and your classmates' learning experience. Participation is worth 10 % of your final grade. Your participation grade will benefit from active behaviors such as raising and answering questions, sharing your ideas, observations, and personal experiences, relating and synthesizing the ideas of others, and helping your classmates develop their views and ideas. Inappropriate use of electronic devices will negatively impact your participation grade. You do not have to have an answer to every question but it is part of the college experience that you learn how to express and exchange ideas. While verbal participation is preferred, I do permit students who are uncomfortable speaking in class to submit a half-page summary of their thoughts via email.

Point	Participation
<b>10%</b>	Student voluntarily contributes in class regularly, demonstrating preparation for class, and actively participates in group work.
<b>8%</b>	Student completes assigned readings, responds to questions posed by the instructor, and occasionally participates in class.
<b>6%</b>	Student is often unable to answer questions posed by the instructor, does not always participate in group work, and never volunteers substantive comments or questions.
<b>4%</b>	Student is frequently absent and never participates in classroom activities or discussions.
<b>2%</b>	Student is disruptive or disrespectful.
<b>0%</b>	Student does not attend class.

**Midterm exam and final exam (30% each)** The midterm and final exams will each account for 30% of the final grade. The exam will take place in class and be closed-book. The two exams will primarily consist of multiple-choice questions with varying levels of difficulty. Mid-term questions will cover material from the first half of the semester. As of now, the midterm exam is scheduled for Monday, October 09, 11:30 – 12:20 pm in Baldwin 102. The final exam is *not* cumulative. As of now, the final exam is scheduled for Monday, December 08, 11:30 – 12:20 pm in Baldwin 102. Make-up exams will only be given if the student provides a reasonable (per the instructor's judgment) justification for missing the exam one week prior to the exam or at the instructor's discretion. Students will have the chance to generate their own exam questions. Students need to think critically about the material and identify key concepts and themes. Each student can anonymously submit up to two questions on the bulletin board and can view the questions created by their peers. The instructor will then pick a few of the submitted questions for the actual exam, considering their difficulty and appropriateness.

**Case Study Assignment (10%)** You will complete 10 case study assignments. Each assignment is worth 1% of the final grade. Case study topics will be posted on eLC and match each week's theme. Each case will have a set of questions that ask you to provide your own ideas and write about them. There is a sign-up sheet on eLC where you can sign up for each topic. Case study assignments are due by noon the day before the class where that case is to be discussed. Note that the due date of the case study varies according to the topic you choose. Assignments will only be accepted through the appropriate assignment Dropbox on eLC. If you turn in work late and do not have an excused absence, your final score will be deducted 10% for each day it is late. The guideline with a grading rubric will be posted on eLC. The assignment should be 1-2 pages (no more than 2 pages), single-spaced, and 10-12-point font. The charts, tables and graphs, photographs, and references will be counted as extra pages.

**Case Analysis Group Presentation (15%)** Students will be assigned to groups of 3-4 individuals randomly, and each group will need to present **one case**. These presentations should be approximately 20 minutes in length and should make use of PowerPoint slides. PowerPoint slides need to be submitted via eLC due by noon the day before the case presentation. Note that the due date of the case study varies according to the topic you are assigned. The guideline with a grading rubric will be posted on eLC.

## FINAL GRADES

Final grades are assigned at the end of the semester based on each student's performance on the course requirements using the following scale:

A	94-100	C+	77-79.99
A-	90-93.99	C	74-76.99
B+	87-89.99	C-	70-73.99
B	83-86.99	D	60-69.99
B-	80-82.99	F	60 or below

## GENERAL COURSE PLAN

Week	Date	Topics	Required Readings
1	Aug. 16 (W)	Syllabus Overview and Introduction	Kettl (2017) Ch. 3
	Aug. 18 (F)	What is PA?	
2	Aug. 21 (M)	What is PA? (Contd)	Kettl (2017) Ch.2
	Aug. 23 (W)	What Government Does- and How It Does it?	
	Aug. 25 (F)		
3	Aug. 28 (M)	Foundation of Government and Constitution	Ginsberg et al. (2022) Ch.2
	Aug. 30 (W)	Intergovernmental Relations	Ginsberg et al. (2022) Ch.3
	Sep. 01 (F)		
4	Sep. 04 (M)	No Class (Labor Day)	Ginsberg et al. (2022) Ch.14
	Sep. 06 (W)	Intergovernmental Relations (Contd)	
	Sep. 08 (F)	Who are the Bureaucrats?	
5	Sep. 11 (M)	The Presidency	Ginsberg et al. (2022) Ch.13
	Sep. 13 (W)	Case Analysis Group Presentation (1 & 2)	
	Sep. 15 (F)		
6	Sep. 18 (M)	Government Discretion and Accountability	Kettl (2017) Ch.1
	Sep. 20 (W)	Case Analysis Group Presentation (3 & 4)	
	Sep. 22 (F)		
7	Sep. 25 (M)	What Makes Public Organizations Distinctive	Rainey (2014) Ch.3
	Sep. 27 (W)	Case Analysis Group Presentation (5 & 6)	
	Sep. 29 (F)	No Class (Instructor conference)	
8	Oct. 02 (M)	Public Organizations Distinctive (Contd)	Civil Rights Act of 1964
	Oct. 04 (W)	Equal Employment opportunity	
	Oct. 06 (F)	Midterm Review	
9	Oct. 09 (M)	Midterm Exam	
	Oct. 11 (W)	No Class (Instructor conference)	
	Oct. 13 (F)	Guest Speaker	
10	Oct. 16 (M)	The Civil Service and Human Capital	Kettl (2017) Ch.8 & 9
	Oct. 18 (W)	Case Analysis Group Presentation (7 & 8)	
	Oct. 20 (F)		
11	Oct. 23 (M)	The Civil Service and Human Capital (Contd)	Kettl (2017) Ch.8 & 9
	Oct. 25 (W)	Case Analysis Group Presentation (9 & 10)	
	Oct. 27 (F)	No Class (Fall Break)	
12	Oct. 30 (M)	Government Employee Motivation	Rainey (2015) Ch.9
	Nov. 01 (W)		
	Nov. 03 (F)	Case Analysis Group Presentation (11 & 12)	
13	Nov. 06 (M)	Leadership	Shafritz et al. (2016) Ch.10
	Nov. 08 (W)	Case Analysis Group Presentation (13 & 14)	
	Nov. 10 (F)		
14	Nov. 13 (M)	Organization Theory	Kettl (2017) Ch.4
	Nov. 15 (W)	Case Analysis Group Presentation (15 & 16)	
	Nov. 17 (F)		
15	Nov. 20 (M)	Case Analysis Group Presentation	
	Nov. 22 (W)	No Class (Thanksgiving)	
	Nov. 24 (F)		
16	Nov. 27 (M)	Public Budgeting	Kettl (2017) Ch.11
	Nov. 29 (W)	Case Analysis Group Presentation (17 & 18)	
	Dec. 01 (F)		
17	Dec. 04 (M)	Final Exam Review	
	Dec. 06 (W)	Reading Day	
	Dec. 08 (F)	Final Exam	

## ON-CAMPUS RESOURCES

### Well-being, Mental Health, and Student Support

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 & 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.
- 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/>.

### Disability Resource Center

The Disability Resource Center works with students who have documented disabilities to access reasonable accommodations and academic support. For more information or to speak with a coordinator, please call the Disability Resource Center at (706) 542-8719. 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 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 traditions. 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 religious observance.

### Additional Resources

#### *Academic*

- Division of Academic Enhancement Services: <https://dae.uga.edu/services>
- Division of Academic Enhancement Resources: <https://dae.uga.edu/resources>
- EITS support: <https://eits.uga.edu/support/>

#### *Personal*

- Student Veteran Resource Center: <https://svrc.uga.edu/>
- Financial Hardship Support: <https://financialhardship.uga.edu/>
- Women's Resource Center: <https://women.uga.edu/>
- LGBT Resource Center: <https://lgbtcenter.uga.edu/>
- Office of Institutional Diversity: <https://diversity.uga.edu/index.php/resources>