



## **PADP 6960 PUBLIC MANAGEMENT**

### **Spring 2024**

\* 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 3-4). 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)**

I would like to make a few clarifications before students finalize their decision to remain enrolled for this course:

- There will be no midterm exam. Instead, students will critique two articles related to course topics.
- Final exam will be replaced by a take-home research note.
- This is an activity intensive course; Students who do not attend classes will miss the opportunity to participate in activities and debates (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 and activity credits, which will result in a grade of C- or lower. If you are looking for a class where you can earn a good grade without attending classes physically, you should reconsider your decision to enroll in this course.
- 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

- Personal attacks or any form of demeaning comments are strictly prohibited during all in-person and email communications. Be respectful to other classmates and the instructor at all times.
- 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 grades cannot be discussed over the phone 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.
- Students who miss a class for legitimate reasons will be offered an alternative assignment to make up for the missed activities. Legitimate excuses must be documented and submitted to the instructor (proof that absence was unavoidable) as per the provided list:
  - Medical reasons
  - Family emergencies (situations involving serious illness, death, or emergencies within your family)
  - Religious observances
  - Civic obligations (e.g., Jury duty, military service)
  - UGA-sponsored activities (e.g., field trips, conferences)
  - Full-time work obligation conflict: allowed up to twice throughout the semester

## 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
15%	Newspaper article critique
5%	Student presentation
10%	Student 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 (15%)

Students will critique 2 newspaper articles related to a topic in public management. Each critique will contribute to 7.5% of the grade. Critiques should not exceed 4 double-spaced pages (12 font). Grading rubrics and specific instructions will be made available on eLC.

### Student presentation (5%)

Throughout the semester, students will participate in one group presentation. In this 15-minute presentation, students will discuss key insights and/or unresolved questions arising from the weekly readings. Try to deliver a narrative rather than simply summarizing each article. Presentation will contribute to 5% of the final grade.

### Student debate (10%)

At the end of first and second half of this course, there will be a student debate. Each student will participate as a panelist in one debate (affirmative or negative) and as a jury in the other. The instructor will play the chairperson. Students must be well prepared to be able to engage in the debate effectively. The debate topics and specific debate rules will be available on eLC.

### Classroom activities (20%)

Classes will involve student activities such as student-led discussion, application card, exit ticket, etc. Participation in activities in each class will be worth 2.5% of the grade. Students who are absent will miss the opportunity to participate and earn credits.

### 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 explore a research question related to public management. Specific instructions will be made available on eLC.

## **Class Schedule**

Our class will meet according to the schedule below (**Blue dates: Zoom class** | **Red dates: no class**).

Week	Topics	Required Readings Prior to Class ( <u>read in order</u> )	Assignments
1 (Jan 8)	Syllabus and course overview		
2 ( <b>Jan 15</b> )	<b>Luther King Jr. Day</b>		
3 (Jan 22)	Theoretical foundations of public organizations	Hobbes (1651), Chapter 13 Wilson (1887) p. 209-211 Svara (2001) Rainey (2015) p.69-p.76	Weekly quiz 1 Student PPT 1
4 (Jan 29)	Government accountability and autonomy/discretion	Bovens et al. (2008) Fukuyama (2004)	Weekly quiz 2 Student PPT 2



		Han and Perry (2020)	
5 (Feb 5)	Remote class (link will be provided) Bureaucracy and organizational structure	Hoy (2018) Young (2011) Chapter 4 DeHart-Davis (2008) Jimenez (2017)	Weekly quiz 3 Student PPT 3
6 (Feb 12)	Instructor research travel		
7 (Feb 19)	Goal and strategies of public organizations	Wilson (1989) p.207-222 Chun and Rainey (2009) Bryson and George (2020)	Weekly quiz 4 Student PPT 4 Newspaper critique
8 (Feb 26)	Performance management	Van Ryzin (2007) Moynihan (2005) Moynihan (2009)	Weekly quiz 5 Student PPT 5
9 (Mar 4)	Spring break		
10 (Mar 11)	Student debate #1		
11 (Mar 18)	Motivation of public employees	Gagné and Deci (2005) p.331-340 Moynihan (2010) Perry et al. (2009) van Loon et al. (2019)	Weekly quiz 6 Student PPT 6
12 (Mar 25)	Motivating public employees through leadership	Moynihan et al. (2014) Paarlberg and Lavigna (2010) Wright et al. (2011)	Weekly quiz 7 Student PPT 7
13 (April 1)	Organizational culture	Berger and Luckmann (1966) part 1 Schein (2010) p.1-23 Moynihan (2012)	Weekly quiz 8 Student PPT 8
14 (April 8)	Remote class (link will be provided) Managing merit and diversity in public organizations	Foley et al. (2021) Portillo et al. (2020) Riccucci and Van Ryzin (2017)	Weekly quiz 9 Student PPT 9
15 (April 15)	Citizen-government interactions	Moynihan et al. (2015) Nabatchi et al. (2017) Irvin and Stansbury (2004)	Weekly quiz 10 Student PPT 10
16 (April 22)	Student debate #2		
17 (April 29)	Research note prep day	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](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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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.