IDEAS & ISSUES IN PUBLIC ADMINISTRATION
(PADP 8710: SPRING 2024)

Course Instructor: Dr. George A. Krause (gkrause@uga.edu)
280G Baldwin Hall (Office)

Course Information:
Time: Wednesday: 4:10pm-6:55pm
Where: 104 Baldwin Hall
Office Hours: Wednesday: 1:00pm-3:00pm
& by Appointment

NOTE: The best way to contact me is via e-mail (gkrause@uga.edu) directly from your own UGA student e-mail account (and NOT via the e-mail function within eLC since I am unable to send a reply message to you from my Outlook e-mail account). In addition, I am very willing to have Zoom appointments (both scheduled office hours and non-scheduled office hours by mutual instructor consent) with students who seek ‘dialogue-based’ assistance. Students can normally expect me to respond to e-mails within 24 hours. If I do not respond within the time frame, please do send me a polite e-mail reminder.

COURSE DESCRIPTION

This course provides a survey of scholarly research on public administration and topics in related cognate fields and disciplines. The course is both designed and intended to prepare students to not only engage with academic research in the field of Public Administration, but also to offer their own independent contributions to the broader scholarly community. Although the course is geared towards Ph.D. students seeking to conduct original scholarly research in public administration, Ph.D. students in related disciplines and fields (e.g., Political Science, Higher Education Administration) are also welcomed. Masters’ degree students are permitted to take this course, subject to instructor approval. This course also provides additional readings, in the form of supplementary readings for each seminar topic, plus major theme readings appearing at the end of the course syllabus, to assist students in their preparation for Ph.D. comprehensive exams. By no means should the readings appearing in this syllabus be construed as a comprehensive listing. Rather, these readings, coupled with the various assigned and listed readings in other Public Administration coursework, should provide students with the requisite breadth and depth of public administration scholarship for both academic and professional purposes.

The first week of the course provides a thematic perspective on the evolution of some of the major themes and theories employed to analyze public administration during the past century. The remainder of the course is divided into three sections. The first unit will cover administrative operations – that is, the “mechanical functioning” of public agencies (i.e., tasks, inter-organizational coordination, human capital, decision-making, and leadership). The second unit focuses on administrative governance – that is, understanding how public agencies perform their duties within a broader organizational and institutional context (i.e.,
organizational structures, administrative reforms, and expertise & motivation). The third unit covers administrative accountability – that is, analyzing the representative and political forces that help shape public administration (i.e., descriptive and substantive representation, external influence emanating from political and organized interests, thematic issues of accountability, and the “hardwiring” of administrative organizations via institutional mechanisms).

Each student is required to obtain copies of ALL required assigned readings on their own (i.e., it is not the instructor’s responsibility to provide this content on your behalf).

**CLASS STRUCTURE**

- **SESSION A:** 4:10pm – 5:25pm (75 minutes)
- **BREAK:** 5:25pm–5:40pm (10-15 minutes)
- **SESSION B:** 5:40pm – 6:55pm (75 minutes)

**CLASSROOM RESPECT & ATTENDANCE POLICIES**

It is important to maintain a healthy learning environment so that everyone can feel free to participate. All members of the class are expected to behave in both a respectful and civil manner towards one another.

Students will not be permitted to use laptop computers during class sessions, unless noted by the instructor. Students will need to bring hard copies of their required assigned readings to seminar sessions.

To ensure that we get through the material of the course, I encourage students to ask questions, but as instructor I reserve the right to meet up with students outside of class sessions who are in need of additional assistance beyond what the instructor can supply during the time allotted for class. **My regularly scheduled office hours will be held on Wednesday afternoons from 1:30pm–3:30pm.** In addition, I will be available for appointments if assistance in needed outside of these regularly scheduled office hours. I encourage each of you to stop by on a regular basis to discuss the course content that we are covering, as well as the development of your original scholarly research projects for this course.

Students seeking to miss a class for health, professional, or emergency reasons are encouraged to obtain an excused absence by notifying the instructor sufficiently in advance and supplying verifiable documentation of the class absence in a timely manner. The instructor reserves the right to approve or deny excused absences based on the circumstances of each request. Students will be penalized by 3.33% (i.e., 0.033) of their final course total weighted points for each unexcused absence.
STUDENTS WITH DISABILITIES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Clark Howell Hall at UGA Athens campus (https://drc.uga.edu/) within the first two weeks of the term so that accommodations can be investigated on your behalf. Disability Resource Center will verify your disability and determine reasonable accommodations for this course.

ACADEMIC HONESTY

Cheating, plagiarism, and unauthorized assistance will not be tolerated. Students suspected of violating the University of Georgia’s Academic Honesty Policy: https://honesty.uga.edu/Academic-Honesty-Policy/) will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score (F grade) for any given assignment, and possibly an F course grade, will be imposed.

Violations of this policy relating to unauthorized assistance includes, but is not limited to, the unauthorized use of artificial intelligence or word mixing software to execute any aspect of any assignment (e.g., compose your paper, perform data analysis, or disguise plagiarized work).

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. Additional resources can be accessed through the UGA App. In addition, more resources are offered to student seeking assistance

- 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/.
• The University Health Center also offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: https://healthcenter.uga.edu/bewelluga/.

PREFERRED NAME AND 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. As in the case of learning both first names and surnames for an entire class, I request your patience, as well as to kindly remind me if I accidentally make a mistake in the use or pronunciation of preferred names and/or or gender pronouns when I am addressing you.

PROHIBITION ON BOTH VIDEO AND AUDIO RECORDING OF LECTURES

In the absence of written authorization from the UGA Disability Resource Center (https://drc.uga.edu/), 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.

CORONAVIRUS INFORMATION FOR CLASS AND STUDENTS

[Please note, terms/conditions below may change based upon guidance from GDPH and UGA]

Pursuant to state and University System of Georgia (USG) rules, we cannot ask our students or fellow employees for proof of their vaccination status, and we should not treat vaccinated and un-vaccinated individuals differently unless dictated by law or applicable guidance. Students should not be segregated in a classroom or from other instructor-student interactions (e.g., office hours, group work, field trips, labs, etc.) based on their vaccination status. However, students may be required by off campus partnering organizations to wear masks and/or be vaccinated as a condition of participation in experiential learning opportunities such as study abroad programs, externships and delivery of medical services.

Face coverings are recommended for all individuals, whether vaccinated or not, while inside campus facilities. Faculty may encourage, but not require, students to wear face coverings to help limit the spread of COVID-19 amongst fellow students, faculty, staff and the local community. Use of face coverings will help ensure students’ own health and safety.

The UGA class attendance policy has not changed. Instructors still have the flexibility to adapt and enforce an attendance policy that best suits their classes. It is strongly encouraged that instructors clearly describe their attendance policy on their syllabus to make students aware of the classroom expectations as early as possible. UGA is a residential campus where classroom attendance always has been an important part of the educational experience.

UGA continues to follow Georgia Department of Public Health (GDPH) guidance on COVID. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19, i.e.,

• Isolate for 5 days.
• If you have no symptoms or your symptoms are resolving after 5 days, you can leave isolation.
• Continue to wear a mask around others for 5 additional days.

If you have been in close contact with someone who is COVID-positive, but you are not sick, GDPH and CDC urge you “…to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19.”
While the University Health Center continues to stock COVID-19 vaccines, surveillance testing and Dawg Check have been suspended. Mask-wearing is not mandatory on campus (and we cannot require students to wear masks nor ask about vaccination status). We will continue to post signs in our building that read: “You are encouraged to wear a face covering based on your preference and assessment of personal risk.” These signs, authorized by UGA, were first posted in early spring 2023.

**COURSE PEDAGOGY & EXPECTATIONS**

The seminar sessions are comprised of rotating seminar leaders, with each student being responsible for leading three (3) approximately one-half of a seminar session (i.e., ≈ 75 minutes) during the course. This arrangement requires all students to fully participate in a professional manner during class seminar discussions, read all of the assigned required readings for a given class before we meet, and be prepared to both engage and discuss this material within a seminar setting. The quality of the seminar depends heavily upon the caliber of student engagement with these materials – as well as with one another. *Although the class seminar discussions constitute a collaborative enterprise, written assignments will be done independently by each student. That is, implicit or covert collaboration on all writing assignments is forbidden.*

Seminar sessions will function in the following manner. Well in-advance of a given seminar session, each student will be required to read and take notes on the required assigned readings prior to the seminar session. Students should focus on (1) summarizing the contents of the article, (2) raise well-grounded issues and concerns about the research (e.g., themes, substance, theory, empirical design and execution, etc…), and (3) propose solutions to their stated concerns. The seminar leader(s) will submit discussion questions pertaining to required assigned readings to the entire class by **no later than Tuesday evening at 6:00pm the day preceding a given scheduled seminar session.** *The seminar leader’s discussion questions will serve as the basis for seminar discussion, though the instructor reserves the right to refocus/redirect/expound upon the discussion as they deem appropriate throughout the seminar session.*

**COURSE OBJECTIVES**

1. Comprehend, synthesize, and critique the required assigned readings.

2. Set forth creative, persuasive, and well-grounded original ideas that extends our current state of social scientific knowledge on such relevant subject matter (in the form of rethinking an existing research problem or addressing a brand new research problem).

3. Advancing a promising original scholarly research project of broad interest to public administration scholars that is conceptualized, theoretically informed, and empirically crafted in an appropriate manner.
4. Provide effective, constructive feedback on a classmate’s research that will facilitate the development of the next stage of the classmate’s research project.

The attainment of these course objectives is evaluated by instructor assessment of the required assignments listed below.

**REQUIRED ASSIGNMENTS**

A. Evaluation of Comprehension, Synthesis, & Critique of Research (Total: 40%):

   A.1 Seminar Session Leader: 30%

   A.2 Discussant for Research Paper: 10%

The seminar leader will formulate research discussion questions directly based on the assigned readings, plus lead discussion. Each student is expected to be able to effectively lead and facilitate discussion based upon the assigned readings and literature review questions made available by the instructor. At the same time, however, all other participants will also be held responsible for actively participating in a professional manner. **Failure to regularly participate in a productive manner as a non-seminar leader participant will adversely affect one’s grade on this portion of their final course grade as deemed appropriate by the instructor.**

The discussant role pertains to critiquing a colleague’s original research paper at the end of the semester. This should appear in the form of a 3-5 single spaced typed pages of comments’ submitted jointly to both the author and instructor at the time of the original research paper presentations at the seminar research symposium scheduled for **Monday April 29, 2024 from 3:00pm-7:00pm (approximate time).** The opening 10%-20% of discussant written remarks should be dedicated to a preamble consisting of a brief statement about what the paper is about, and what are its strengths. The remaining 80%-90% of these remarks should list constructive comments & suggestions intended to improve the author’s current research paper as they move forward seeking to develop their project beyond the course.
B. Evaluation of Extensions & New Ideas to the Existing Literature (Total: 15%)

B.1 Original Research Proposals: 15% (3 Proposals x 5% Per Proposal)

Each original research proposal will address a topic covered in one of the three major sections of the course. Students can develop an original research question and corresponding empirical design motivated by any of the required assigned or supplementary readings. These questions are intended to push students beyond the Comprehension, Synthesis, & Critique of the Literature that occurs with the course readings and class seminar sessions by having each student begin to generate their own original research ideas that are grounded in the substantive literature. These original research proposals will be 5 pages long (double-spaced, excluding endnotes & references), and must conform to the APSA Style Manual. These short essays are required to be submitted to the instructor at the very beginning of class noted in the course schedule.

C. Evaluation of Original Scholarship (Total: 45%)

C.1 Completed Research Paper Draft: 15% (Due Thursday April 11, 2024 @ 5:00pm)

C.2 Final Research Paper: 30% (Due Thursday April 25, 2024 @ 5:00pm)

The research paper will consist of an original scholarly inquiry into a substantive problem relating to the topics broadly covered in the course. This paper must be sufficiently distinct from other papers being used to satisfy course requirements, as deemed by the instructor. This paper should be written as a journal-style article manuscript and must comprise the following components:

(1) stating a research puzzle/question [incorporating a literature review];

(2) A theory used to explain the puzzle/question (including central hypotheses);

(3) substantive information on the empirical laboratory used to analyze the linkage between theory and puzzle/question;
(4) data, ancillary hypotheses, and research methods;

(5) empirical findings; and

(6) conclusion/implications.
All paper topics must obtain formal approval by the instructor by **no later than FRIDAY JANUARY 26, 2024 at 4:00pm**. **Students are strongly encouraged to obtain formal approval well before this deadline since it requires approval of a proposal, and not merely submission of a proposal.** The research paper presentation will be ‘hard time’ limit of a maximum of 12 minutes, with a 7-8 minute Q&A open discussion of the presented paper. Students are required to provide their presentation and discussant commentary using presentation slides (e.g., PowerPoint, Beamer).

**NOTE:** Failure to complete any assignment (including the Research Paper topic approval) in a timely manner consistent with the instructors’ deadlines will automatically result in zero points for that particular assignment/project. Students will not be granted an “I” (Incomplete) grade unless under dire circumstances, as deemed by the instructor.

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**Final Research Paper Presentation Symposium**
*(Tentative Date/Time: Monday April 29, 2024: 3:00pm–7:00pm)*

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**INDIVIDUAL ASSIGNMENT GRADING SCALE**

I will grade items on a letter/point system, and each item will be weighted by the proportion noted above:

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<tr>
<th>Letter Grade</th>
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<td>A+</td>
<td>4.25</td>
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<td>A+/A</td>
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<td>A</td>
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<td>A−/A−</td>
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<td>A−</td>
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<td>A−/B−</td>
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<td>C/C−</td>
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<td>B++</td>
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<tr>
<td>B+</td>
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The “in-between” grades on individual assignments are intended to minimize rounding effects regarding performance on individual assignments.
Because the final grade distribution is based on a series of assignments (as opposed to a single item), the final course grade distribution based on your weighted course average from all assignments is given below as follows (*with no rounding up*):

**FINAL COURSE GRADE DISTRIBUTION**
*(BASED ON WEIGHTED COURSE AVERAGE: ALL ASSIGNMENTS)*

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<tr>
<th>Letter Grade</th>
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<td>3.50 – 3.74</td>
<td>C−</td>
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<td>B</td>
<td>3.00 – 3.24</td>
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<td>1.50 – 1.74</td>
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<td>B−</td>
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<td>1.25 – 1.49</td>
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COURSE OUTLINE & TIMETABLE

Note: The tempo may vary throughout the semester. Asterisks (*) denote content that may or may not be covered, conditional on the tempo throughout the semester at the Instructor’s discretion.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Course Topics/Subject Material</th>
<th>Seminar Leader(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>1/10/2024</td>
<td>Key Foundational Themes in Public Administration</td>
<td>Krause (ALL)</td>
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<tr>
<td></td>
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<td><strong>UNIT 1: ADMINISTRATIVE OPERATIONS</strong></td>
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<td>2</td>
<td>1/17/2024</td>
<td>Functioning of Administrative Organizations, I: Tasks</td>
<td>Araya (Part 1)</td>
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<td>Bethel (Part 2)</td>
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<td>3</td>
<td>1/24/2024</td>
<td>Functioning of Administrative Organizations, II: Coordination</td>
<td>Choung (Part 1)</td>
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<td>Kidman (Part 2)</td>
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<td>4</td>
<td>1/31/2024</td>
<td>Human Capital in Administrative Organizations: Recruitment, Staffing, and Personnel Decisions</td>
<td>Seyingbo (Part 1)</td>
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<td>Krause (Part 2)</td>
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<td>2/7/2024</td>
<td>Decision-Making &amp; Leadership and Managerial Capabilities within Administrative Organizations:</td>
<td>Araya (Part 1)</td>
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<td>Bethel (Part 2)</td>
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<td><strong>UNIT 2: ADMINISTRATIVE GOVERNANCE</strong></td>
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<td>Hierarchies, Networks, and Markets in Public Administration</td>
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<td>[ORIGINAL RESEARCH PROPOSAL # 1 DUE PRIOR TO CLASS]</td>
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<td>Administrative Reforms: The Promise and Perils of Performance</td>
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<td>2/28/2024</td>
<td>ORIGINAL RESEARCH PAPER WORKSHOP SESSION # 1</td>
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<td>3/6/2024</td>
<td>UGA SPRING BREAK HOLIDAY (NO CLASS)</td>
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<td>3/13/2024</td>
<td>Public Administration’s Internal Environment: Expertise, Motivation, and Performance</td>
<td>Araya (Part 1)</td>
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<td>Bethel (Part 2)</td>
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<td><strong>UNIT 3: ADMINISTRATIVE ACCOUNTABILITY</strong></td>
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<td>Representative Bureaucracy: Descriptive and Substantive Representation in Public Administration</td>
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<td>Krause (Part 2)</td>
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<td>12</td>
<td>4/10/2024</td>
<td>Ex Ante Controls, Credible Commitment, and Agency Design</td>
<td>Krause (ALL)</td>
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<td>13</td>
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<td>ORIGINAL RESEARCH PAPER WORKSHOP SESSION # 2</td>
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<td>4/29/2024</td>
<td>RESEARCH SYMPOSIUM [LAST DAY OF SEMESTER CLASS]</td>
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<td>[DISCUSSANT COMMENTS &amp; RESEARCH PRESENTATIONS DUE]</td>
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A. THE ELEMENTS OF PUBLIC ADMINISTRATION (1 week)

WEEK 1: Key Foundational Themes in Public Administration
(Wednesday January 10, 2024)

WEEK 1 SEMINAR LEADER:  Krause [ALL]

Required Assigned Readings


Supplementary Readings


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**B. ADMINISTRATIVE OPERATIONS (4 weeks)**

**WEEK 2: Functioning of Administrative Organizations, I: Tasks**  
(Wednesday January 17, 2024)

**WEEK 2 SEMINAR LEADERS:** J. Araya (Part 1) & V. Bethel (Part 2)

**Required Assigned Readings**


**Supplementary Readings**


WEEK 3: Functioning of Administrative Organizations, II:
Inter-Agency, Inter-Governmental, Inter-Sector Coordination
(Wednesday January 24, 2024)

WEEK 3 SEMINAR LEADERS: E. Choung (Part 1) & G. Kidman (Part 2)

Required Assigned Readings


**Supplementary Readings**


WEEK 4: Human Capital in Administrative Organizations:
Recruitment, Staffing, and Personnel Decisions
(Wednesday January 31, 2024)

WEEK 4 SEMINAR LEADERS: D. Seyingbo (Part 1) & Krause (Part 2)

Required Assigned Readings


**Supplementary Readings**


WEEK 5: Modern Approaches to Decision Making & Leadership and Managerial Capabilities within Administrative Organizations (Wednesday February 7, 2024)

WEEK 5 SEMINAR LEADERS: J. Araya (Part 1) & V. Bethel (Part 2)

Required Assigned Readings


**Supplementary Readings**


C. ADMINISTRATIVE GOVERNANCE (3 weeks)

WEEK 6: Hierarchies, Networks, and Markets in Public Administration
(Wednesday February 14, 2024)

WEEK 6 SEMINAR LEADERS: E. Choung (Part 1) & G. Kidman (Part 2)

Required Assigned Readings


Supplementary Readings


**WEEK 7: Administrative Reforms: The Promise and Perils for Performance**

(Wednesday February 21, 2024)

**WEEK 7 SEMINAR LEADERS:** D. Seyingbo (Part 1) & Krause (Part 2)

**Required Assigned Readings**


Supplementary Readings


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**WEEK 8: Original Research Paper Workshop Session # 1 (Wednesday February 28, 2024)**

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**NO CLASS – UGA Spring Break (Wednesday March 6, 2024)**

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**WEEK 8: Public Administration’s Internal Environment: Motivation, Expertise, and Performance (Wednesday March 13, 2024)**

**WEEK 8 SEMINAR LEADERS:** J. Araya (Part 1) & V. Bethel (Part 2)

**Required Assigned Readings**


Supplementary Readings


D. ADMINISTRATIVE ACCOUNTABILITY (3 weeks)

WEEK 10: Diversity, Equity, and Inclusion in Public Administration
Representative Bureaucracy & Social Equity within Public Organizations
(Monday March 20, 2024)

WEEK 10 SEMINAR LEADERS: E. Choung (Part 1) & G. Kidman (Part 2)

Required Assigned Readings


Supplementary Readings


WEEK 11: Public Administration’s External Environment:  
*Political Institutions & Organized Interests*  
(Monday March 27, 2024)

**WEEK 11 SEMINAR LEADERS:** D. Seyingbo [Part 1] & Krause [Part 2]

**Required Assigned Readings**


Supplementary Readings


SLACK INSTRUCTIONAL WEEK (WEDNESDAY APRIL 3, 2024)

WEEK 12: Ex Ante Controls, Credible Commitment, and Agency Design (Wednesday April 10, 2024)

WEEK 12 SEMINAR LEADERS: Krause (ALL)

Required Assigned Readings


**Supplementary Readings**


WEEK 13: Original Research Paper Workshop Session # 2  
(Wednesday April 17, 2024)

WEEK 14: Original Research Paper Workshop Session # 3  
(Wednesday April 24, 2024)

WEEK 15: RESEARCH SYMPOSIUM SESSION  
(Monday April 29, 2024: Tentative Time: 3:00pm-7:00pm)
ADDITIONAL TOPICS RELEVANT TO PADP 8710 & STUDENT PH.D. TRAINING [INCLUDING COMPREHENSIVE EXAMINATION PREPARATIONS] BUT NOT COVERED DURING THE SEMINAR

T1. Classic Foundational Perspectives on Public Administration


T2. Modern Foundational Perspectives on Public Administration


- Kenneth J. Meier and Laurence J. O’Toole, Jr., *Bureaucracy in a Democratic State: A Governance Perspective*.


T3. Historical and Development Foundations of the Administrative State


T4. State of the Public Administration Field


T5. ORGANIZATIONAL THEORY


T6. NEW INSTITUTIONALISM & THE ECONOMICS OF ORGANIZATION


T7. ADMINISTRATIVE ACCOUNTABILITY


