

## PUBLIC ADMINISTRATION & DEMOCRACY (PADP 6910)

---

Course Instructor:

2024 FALL SEMESTER

Dr. George A. Krause  
280G Baldwin Hall (Office)  
[gkrause@uga.edu](mailto:gkrause@uga.edu) (E-mail)

CLASS SESSIONS

MONDAY: 4:10pm-6:55pm  
(102 Baldwin)

OFFICE HOURS

MONDAY: 1:00pm-3:00pm (Office) or by  
Mutual Appointment (Zoom or Office)

---

**NOTE:** The best way to contact me is via e-mail ([gkrause@uga.edu](mailto: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 with students who seek ‘dialogue-based’ assistance. Students can normally expect me to respond to e-mails within 24 hours. If I do not, I encourage students please send me a polite e-mail reminder.

---

### COURSE DESCRIPTION

What role does public administration serve in a democracy? What challenges do public administrators confront as ‘*agents of governance*’? How can public administration be designed to perform better? These questions are of fundamental importance to how we as a society collectively govern ourselves through the use of institutions and rules to guide both private and public behavior. In the current administrative governance landscape, these issues have taken on greater importance as the role of public service in a democracy, issues of inequality, and administrative professionalism have come to the fore in grappling with defining the proper scope of public administration within a pluralist democratic society.

Specifically, PADP 6910 serves as an introductory ‘gateway’ graduate-level course for MPA students in the program. The contents of this course will emphasize core aspects of public administration — many of which have implications for content covered in more specialized courses in the MPA graduate course curriculum. *Although this course has no formal prerequisites nor assumes any previous background in public administration, it does require that students are willing to engage in linking theoretical concepts to practical applications from this field via a social scientific perspective.* The aim is for students to sharpen their analytical skills for thinking through the types of problems that are encountered in public administration. Students analytical skills consonant with the objectives of this course (see **Course Objectives** below) will be enhanced through assigned readings, class discussion, team-based case study projects, case study-based policy memos, and a systematic analysis of a public administrator by both writing and presenting a biography of that individual.

## COURSE OBJECTIVES

1. *Understand the role of public administration within a democracy – and the various tensions and tradeoffs that this entails for both governance and representation. Some of these issues explore its implications the role of public administrators and the administrative state in our society; addressing issues of diversity and inclusion for groups either historically under-represented or under-served by government as it relates to public administration.*
2. *Mastering the application of various theories of administrative processes (e.g., normative and positive democratic theories, organizational theories, personnel theories, and decision-making theories) to substantive problems encountered by public administrators.*
3. Obtain a broad understanding of the various components of public administration: *the functions of government; accountability; the challenges confronting public bureaucracies operating in a democratic environment of separated and shared powers possessing a diverse array of interests; the personnel function* (political appointees versus civil servants distinction, human capital theory and bureaucratic performance); *policymaking & implementation* (decision-making processes, budgeting, implementation, regulation & the courts, and political guidance & oversight).

The attainment of these course objectives will occur through assigned readings (both textbook and journal articles), class session lectures & discussions, team-based in-class projects, and solo out-of-class projects.

## MPA PROGRAM CORE COMPETENCIES SATISFIED IN THIS COURSE

### **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 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.

### **Competency 2: To Participate in the Public Policy Process.**

Students in the Master of Public Administration program at The University of Georgia will understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy. They will develop the ability to interpret and persuasively communicate information regarding policy alternatives through memoranda and presentations. Additionally, students will analyze policy alternatives using quantitative and qualitative tools to evaluate decisions and explain potential ramifications for diverse constituencies. They will learn to manage financial resources and develop a comprehensive budget proposal to achieve organizational goals.

**Competency 3: To Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions.**

Students in the Master of Public Administration program at The University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision-making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings. Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.

**Competency 4: To Articulate and Apply a Public Service Perspective.**

Students in the Master of Public Administration program at The University of Georgia will understand and appreciate the intellectual history of American public administration, competing ideological frameworks, and major issues or controversies that have emerged over time. They will learn to apply the profession's code of ethics to decisions and value conflicts unique to the public sector, ensuring practices remain accountable and transparent. Moreover, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

**Competency 5: Communicating with a Diverse Workforce and Citizenry.**

Students will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative and policy decisions. Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served. Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

**CLASS SESSION STRUCTURE [“REGULAR” CLASS SESSIONS]**

- **Lecture/Discussion (Factual & Conceptual Content): 4:10pm – 5:00pm (approximate)**
  - *Instructor Overview*: Focusing on key issues that are germane to concepts, theory, and empirical information related, in part, to the assigned textbook readings for a given session. Some lecture slide content will be selectively covered – the remainder can be used to assist students in preparation for the assigned readings for a given class session. The material not explicitly covered in class will serve as a reservoir of information for students to draw upon in future courses, as well as their MPA Capstone projects. ***Please note, the lecture slides should NOT be used as a substitute for doing the assigned readings since the former are NOT a comprehensive overview of the latter.***
- **Topical Discussion: 5:00pm – 5:30pm (approximate)**
  - *Instructor-Led Topical Discussion Linking Theory to Application(s)* (focusing on and/or relating to the assigned academic research journal articles)
- **Breakout Session: Team Case Study Projects with Instructor ‘Real-Time’ Feedback: 5:35pm – 6:55pm (approximate)**

- Case study teams will have a portion of time in class to work in a collaborative manner on an assigned case study presentation from the Kettl textbook in each unit of the course. Students may also need to find time to work outside of class on these projects so it is recommended that the class time be used for tasks that benefit from in-person collaboration. *During this Breakout Session, the Instructor will be available to respond to queries, advice, etc. on these projects.*

## REQUIRED TEXTS

**Donald F. Kettl. 2023. *The Politics of the Administrative Process*. Ninth Edition. Beverly Hills, CA: Sage-CQ Press. (Paperback Edition)**

**Jay M. Shafritz, E.W. Russell, Christopher P. Borick, and Albert C. Hyde. 2023. *Introduction to Public Administration*. 10<sup>th</sup> Edition. New Yourk: Routledge. (Paperback or Electronic Versions)**

## ATTENDANCE POLICIES

***Only 1 Unexcused Absence Permitted***

***Excused Absences are Made at the Instructor's Discretion***

***Verifiable Documentation Required for ALL Excused Absences***

***(NO EXCEPTIONS!)***

## CLASSROOM DISRUPTION POLICY

Students are not permitted to use cell phones, laptops, or any other electronic devices that may reduce attention towards the tasks performed in the classroom setting. This means that students will not be able to use these various devices, except for assigned tasks during classroom sessions (i.e., **Breakout Sessions for Case Study Teams**). Also, 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. More information on the UGA and Board of Regents Policy on Freedom of Expression and Academic Freedom can be located here:

<https://www.usg.edu/policymanual/section6/C2653/>.

## 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 academic honesty policy also includes any assistance from AI and other electronic generative sources (e.g., ChatGPT) for any student-based assignments covered in this course.*

### AI TECHNOLOGY POLICY:

- Use of artificial intelligence 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.
- AI tools are permitted solely for purposes of obtaining substantive content (i.e., information acquisition) – akin to locating materials from referenced sources via libraries, archives, or online sources. However, students must take full responsibility for any AI-generated content incorporated into any course assignment. Any AI-generated materials incorporated into course assignments must be cited like any other reference material (e.g., newspaper article, journal article, book, government report, etc...) – including its original source. Students are responsible for all information generated from AI tools incorporated into course assignments must be verified, ideas must still be attributed, and facts must be true to comply with this academic honesty policy.

## 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 of pronouns in addressing you.

## PROHIBITION ON VIDEO & 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 unvaccinated 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.

**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).

## MENTAL HEALTH AND WELLNESS 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.

UGA has several resources to support your well-being and mental health: <https://well-being.uga.edu/>.

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 offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

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.

## REQUIRED ASSIGNMENTS

*All assignments and relevant course materials not already denoted in the course syllabus will be administered and/or distributed via eLC. All student written assignments for this course should be submitted in WORD, while all team-based case study presentations should be submitted using PowerPoint.*

### (1) Career Public Administrator Biography [CPAB] Essay: 40%

Each student will be required to author an essay between eight (8) and 10 (ten) pages of text, excluding title page and references (double-spaced, single inch (1”) margins, Times New Roman 12 point font). This essay is a biography of an **unelected** public administrator (including non-profits) whose work is relevant to their own public service interests, but also someone they do not know particularly well (or perhaps at all) and seek to get to know better and learn more about. **“Close Ties” in professional organizations or networks are not permitted.** Those whose CPAB subjects are approved first by the instructor will be assigned to them. No multiple biographies on the same individual will be permitted under any circumstances.

- Send via e-mail to me ([gkrause@uga.edu](mailto:gkrause@uga.edu)) the (1) Name of Person, (2) Title, (3) Organization/Agency/Department that is the subject of your biography **by no later than Thursday September 19, 2024 at 3:00pm**. The final version of both this essay (in WORD format) must be electronically submitted by all students via eLC **by no later than Monday November 25, 2024 at 7:00pm**. *Failure to meet each of these respective deadlines will result in a grade reduction of one full letter grade on this assignment per missed day for each deadline.*
- The subject must be a current, active **unelected** employee of a governmental agency, institution, or non-profit. These individuals can be either appointed or career civil servants at any level of government. The individual profiled must agree to serve as a subject and offer their permission that the content of the interview will be information shared with the entire class. *Only those public administrators who grant formal permission to be a subject, and also either provide or permit access to a resume or bio will be permitted for purposes of this assignment. It will be the responsibility of the student to both obtain and submit proof of formal permission from the subject to the instructor.*
- Students are responsible for setting up and conducting an interview with their subject. Interviews can be conducted via teleconferencing (e.g., Zoom, Skype), phone, or e-mail. ***Please inform your subject that you may need their access for some follow-up questions at a time after the (initial) interview.***
- Students are also expected to conduct secondary source (i.e., document-based) research on their CPAB subject (and not merely rely on content obtained from interview questions). This information is important for ensuring a complete portrait of the CPAB subject.



- In advance, each student should come up with a list of open-ended questions that focus on the following issues of interest and submit to the public administrator at least three (3) business days before your scheduled interview:
  - Why did the individual choose a career in public service?
  - How did they get there (in terms of formal educational training and previous non-professional and professional experiences)?
  - What is the agency's mission, values, and vision? What role do they play in furthering each of these dimensions?
  - What lessons or insights that they view are key "takeaway points" that they have learned along the way as a public administrator? **Please avoid use of platitudes and cliches (e.g., "being a good listener", "being a people person", etc....) provided by the subject.** It is your responsibility to elicit wisdom from your subjects that is non-obvious for your own benefit, as well as for your audience of others with different public service interests/careers than your own.
  - What skills and attributes do they deem most critical for the next generation of public administrators?

***It is each student's responsibility to come up with compelling and useful insights about their subjects (from a combination of secondary source and personal interview materials) that redound to the benefit of their classmates.***

- A key aspect of the CPAB Project is each student's ability to effectively link their subject's story and insights into broader relevance for their classmates with diverse and varying public sector career interests. ***A critical factor in student performance on this assignment is the ability of students to offer insightful and compelling insights from their own CPAB subject that is relevant to their classmates with different (and varying) public service career interests. This is critical for public service professionals often seeking support from indifferent (or even hostile) parties.***
- Please ask the interview subject whether they would be comfortable with you taking notes during the interview session. If they are not, then please refrain from taking notes during your interview session and allot time immediately following this session to pen every comment that you can recall afterwards.
- The written essay should be broken into sections based upon the bulleted query headings noted above. ***I strongly encourage students to link relevant insights obtained from the assigned readings and classroom lecture, discussions, and team-based projects applied to your public administrator.*** The public administrator's own resume or bio must be submitted with the student's own paper.

***Late Assignments are subject to being penalized one full letter grade for each assignment per day late (starting at the assigned deadline date and time duly noted in the course syllabus).***

---

**(2) A Pair of Case Study-Based Policy Memos: 30% (2 × 15% Per Assignment: Only Final Submissions Are Graded)**

The instructor will provide a choice of two (2) case studies for students to choose one (1) among to serve as the basis for each case study policy memo ‘take home’ assignment. The case study memo will entail:

- (1) converting a case study into “policy memo” form;
- (2) effective application of relevant theoretical concepts to the substance of the case study;
- (3) a maximum of five (5) double-spaced pages (including references – single page maximum)

*Students are prohibited from working with classmates on these assignments. Any questions should be directed towards the instructor.* These case studies are being chosen for these particular assignments since it requires students to learn a critical skill in the conduct and practice of public administration – **the facility to distill content from a longer, narrative case study format into a more succinct and analytical policy memo format.** This will assist students learning how to digest and condense longer reports by providing ‘value-added’ in terms of incorporating their own analysis and insights. There is considerable content online that provide excellent guidance on how to write an effective policy memo. For an excellent overview of the process of penning a policy memo, University of Michigan’s Ford School of Public Policy has this wonderful and easy to follow chart of the process (<http://fordschool.umich.edu/writing-center/policy-writing-overview>). Additional resources on how to get started and tackle writing a policy memo include the Harvard Kennedy School’s “How To Write a Policy Memo” by Lauren Brodsky ([https://projects.iq.harvard.edu/files/hks-communications-program/files/lb\\_how\\_to\\_write\\_pol\\_mem\\_9\\_08\\_17.pdf](https://projects.iq.harvard.edu/files/hks-communications-program/files/lb_how_to_write_pol_mem_9_08_17.pdf)); plus Bob Behn offers some additional terrific tips making word and sentence choices count for maximum effect [https://shorensteincenter.org/wp-content/uploads/2012/07/Behn-Craft-of-Memo-Writing-2013-3rev8\\_26\\_13.pdf](https://shorensteincenter.org/wp-content/uploads/2012/07/Behn-Craft-of-Memo-Writing-2013-3rev8_26_13.pdf)). An excellent primer on the types of data visualization/graphics that can be used in a memo or presentation was authored by Jonathan Schwabish (2014: *Journal of Economic Perspectives* (<http://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.28.1.209>)).

***Late Assignments are subject to being penalized one full letter grade for each assignment per day late (starting at the assigned deadline date and time duly noted in the course syllabus).***

---

**(3) In-Class Team-Based Case Study Projects: 30% (3 × 10% Per Team Project)**

Case study teams will generally comprise of four (4) members determined by the instructor. Each case study team is responsible for their assigned case study. All team members must be active and contributing members to their team’s work on each of the three case study projects assigned in the course. Case study work will pertain to not only making sense of the assigned case study from the Kettl textbook, but conducting additional research to augment information on this particular case, and making sense of the kind of issues/problems presented by the assigned case.

Each student will present at least one presentation segment (i.e., one-half presentation) for the first two case study project presentations (UNIT I & UNIT II). The team will select among themselves the two presenters for the final case study project presentation (UNIT III).

segment be graded as a contributing member of a team that produces an analysis for a case study assigned by the instructor. These projects will be assigned to team from the shorter case studies

appearing in the Kettl textbook at the beginning of the course. Active participants in the team receive the same grade based on the caliber of their work output reflected in the content of the presentation – inactive team members and unexcused team members will receive an F grade (0.0) per sessions inactive/missed. All team members are required to actively and effectively contribute to their team’s output for every session. ***All assigned teams are final, unless deemed necessary for educational purposes at the discretion of the instructor.***

*The Six (6) Components of Team Case Study Presentations (Limit Slide Content to Between 6-10 Substantive Slides [3–5 per Segment] – Excluding Initial “Title” Slide): Presentations: Strict 10 Minute Total Time Limit: Two 5 Minute Segments; Q&A: 5-7 Minutes (Discretion of Instructor)*

- **SEGMENT 1: CHARACTERIZING THE PROBLEM/ISSUE [5 Minutes]**
  - What is the Problem that Necessitated Administrative and/or Government Action?
  - Why is this Problem/Issue an Important One for Public Service Professionals?
  - Process(es) of Handling the Matter
  
- **SEGMENT 2: ANALYZING THE PROBLEM/ISSUE [5 Minutes]**
  - Problems, Challenges, Obstacles (Both in the Present and Beyond)
  - Successes/Achievements (or lack thereof)
  - Implications/Lessons Learned for the Future

Students are required to integrate theoretical concepts into the substantive of the case studies to link theory with practice and/or practical suggestions/guidance for public administrators. Students who are absent or miss class with an **Excused Absence** will have their grade weighted based on the assignments that they both attend and participate. **Unexcused Absences** will be awarded a score of 0.0 (F) on missed assignments. The instructor will determine classification of absences (i.e., excused or unexcused) based on verifiable documentation from an appropriate professional given the reason for the class session absence.

## GRADING SCALE FOR PROJECTS

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

Letter Grade	Points	Letter Grade	Points
A+	4.25	B-/C+	2.50
A+/A	4.125	C+	2.25
A	4.00	C	2.00
A/A-	3.875	C-	1.75
A-	3.75	C-/D+	1.50
A--	3.625	D+	1.25
A-/B+	3.50	D	1.00
B+	3.25	D-	0.75
B	3.00	F	0.00
B-	2.75		

Students final course grade will be based on a weighted average of the Points Per Assignment multiplied by its Weight/Contribution to their final course grade outlined in the preceding content in the course syllabus. The “in-between” grades on individual assignments are designed to the benefit of students to minimize rounding effects. 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)

Letter Grade	Points	Letter Grade	Points
A (+)*	4.00 – 4.25	C+	2.50 – 2.74
A	3.75 – 3.99	C	2.25 – 2.49
A-	3.50 – 3.74	C-	2.00 – 2.24
B+	3.25 – 3.49	D+	1.75 – 1.99
B	3.00 – 3.24	D	1.50 – 1.74
B-	2.75 – 2.99	D-	1.25 – 1.49
		F	0.00 – 1.24

## PADP 6910 FALL 2024 COURSE SCHEDULE

Session	Date	Course Topics/Subject Material	Required Readings (Prior to Class Session)
		<b><i>UNIT I: PUBLIC SERVICE IN A DEMOCRACY</i></b>	
1	8/19/2024	<b>The Role of Public Administration in a Democracy</b>	<i>Kettl (Chapters 1 &amp; 2)</i> <i>Shafritz, et al. (Chapters 1-2)</i>
2	8/26/2024	<b>Ethics and Accountability in Public Administration</b>	<i>Kettl (Chapters 3 &amp; 4)</i> <i>Shafritz, et al. (Chapter 6)</i> <b><i>Application: In Pursuit of the Public Interest?</i></b> <b><i>(C. Lewis 2006 PAR)</i></b>
	<b>9/2/2024</b>	<b>LABOR DAY [NO CLASS]</b>	
3	9/9/2024	<b>Executive Branch Administration: Accountability &amp; Politics</b>	<i>Kettl (Chapters 6 &amp; 15)</i> <i>Shafritz, et al. (Chapters 4 &amp; 10)</i> <b><i>Application: Why Does Government Underinvest in 'Prevention'?</i></b> <b><i>(Gailmard and Patty 2019 AJPS)</i></b>
4	9/16/2024	<b>Organizational Theory in Public Administration</b>	<i>Kettl (Chapter 5)</i> <i>Shafritz, et al. (Chapters 7 &amp; 8)</i> <b><i>Applications: Bureaucratic Dysfunction in Public Bureaucracies</i></b> <b><i>(Ingrams, et al: 2020 PPMG)</i></b> <b>Policy Memo # 1 Draft Submission Due (3:00pm: 9/23/2024)</b>
5	9/23/2024	<b>Unit I: Team Case Study Presentations</b>	<b>Instructor Feedback on Policy Memo # 1</b>
	9/27/2024 [Friday]	<b>OPTIONAL WORKSHOP: Getting Started on Career Administrator Biography Research (Virtual Zoom Session)</b>	<b>Session: 3:00pm-4:30pm</b>
		<b><i>UNIT II: ADMINISTRATIVE INEQUALITIES IN A DEMOCRACY</i></b>	
6	9/30/2024	<b>Social Equity Challenges Within Public Organizations</b>	<i>Kettl (Chapters 7 &amp; 8)</i> <i>Shafritz, et al. (Chapter 3)</i> <b><i>Applications: Importance of Status-Group Position within Public Organizations:</i></b> <ul style="list-style-type: none"> <li>• <i>Age Discrimination (Krause and Park 2023: PAR);</i></li> <li>• <i>Fostering Diversity and Inclusion (Krause and Park 2024)</i></li> </ul>
7	10/07/2024	<b>Administrative Burdens and Disparities, I: Macro-level Forces – “Political Design &amp; Perceptions of Fairness”</b>	<b><i>Applications: Administrative Burdens in Social Programs (Herd, et al. 2015: JPART) &amp; Fairness Perceptions in Education (Keiser, et al. 2021: PSJ)</i></b> <b>Policy Memo # 1 Final Submission Due (3:00pm: 10/07/2024)</b>

8	10/14/2024	<b>Administrative Burdens and Disparities, II: Micro-level Forces – “Task Engagement by Street-Level Bureaucrats”</b>	<i>Kettl (Chapter 11)</i> <i>Shafritz, et al. (Chapter 3)</i> <b><i>Applications: Administrative Burdens in Policing: Racial &amp; Gender Dimensions (Headley &amp; Wright: 2020 PAR; Shoub, Stauffer, and Song: 2021 AJPS)</i></b>
	10/15/2024 [Tuesday] Through 10/17/2024 [Thursday]	<b>CPAB WORKSHOP I: Individual Student Assistance Meetings: Career Administrator Biography Projects (Virtual Zoom Meetings)</b>	
9	10/21/2024	<b>Unit II: Team Case Study Presentations</b>	<b>Policy Memo # 2 Draft Submission Due [10/25/2024 @ 3:00pm]</b>
		<b><i>UNIT III: ADMINISTRATIVE PROFESSIONALISM IN A DEMOCRACY</i></b>	
	10/28/2024	<b>NO CLASS [in lieu of CPAB Workshop, I]</b>	
10	11/4/2024	<b>The Personnel Function: Expertise, Civil Service, &amp; Human Capital</b>	<i>Kettl (Chapters 9 &amp; 10)</i> <i>Shafritz, et al. (Chapter 11)</i> <b><i>Applications: The Erosion of the U.S. Administrative State [Kellough 2019 Gaus Lecture; D. Lewis Daedalus 2021 article]</i></b> <b>Instructor Feedback on Policy Memo # 2</b>
11	11/11/2024	<b>Administrative Performance: Budgeting and Implementation &amp; Evaluation</b>	<i>Kettl (Chapters 12 &amp; 13)</i> <i>Shafritz, et al. (Chapters 12-13)</i> <b><i>Applications: Balanced Budget Requirements Revisited [Kioko &amp; Lofton 2021 PFR]; “After the Vote”: [Struthers, et al: 2021 COiES]</i></b> <b>Policy Memo # 2 Final Submission Due (3:00pm: 11/11/2024)</b>
12	11/18/2024	<b>Unit III: Team Case Study Presentations</b>	
	11/19/2024 [Monday] & 11/20/2024 [Tuesday]	<b>CPAB WORKSHOP II: OPTIONAL Individual Student Assistance Meetings: CAB Projects (Virtual Zoom Meetings)</b>	<b>THANKSGIVING WEEK</b>
13	<b>11/25/2024</b>	<b>THANKSGIVING WEEK [NO CLASS]</b>	<b><u>ALL</u> Career Administrator Biography Papers Are Due by No Later than 7:00pm on Monday 11/25/2024</b>
14	12/02/2024	<b>OPTIONAL CLASS SESSION [AT INSTRUCTOR’S DISCRETION]</b>	<b>[Last Day of Fall 2024 Classes: 12/02/2024]</b>

## CPAB PROJECT SEMESTER TIMELINE

<u>Session</u>	<u>Date</u>	<u>Timeline of CPAB Tasks Performed by Students</u> (Tasks Can Be Performed Earlier than Dates Listed Below)
1	8/19/2024	
2	8/26/2024	<i>Preliminary Research on Three (3) CPAB Potential Subjects &amp; Solicit Subjects for Approval</i>
3	9/9/2024	<i>Preliminary Research on Three (3) CPAB Potential Subjects &amp; Solicit Subjects for Approval</i>
4	9/16/2024	<i>Finalize Securing CPAB Subjects' Willingness to Participate</i> <b><i>FINAL APPROVAL DEADLINE: Thursday September 19 @ 3:00pm</i></b>
	9/27/2024	<b><i>OPTIONAL CPAB WORKSHOP: Getting Started In CPAB Research</i></b>
5	9/23/2024	<i>Formulate Interview Questions, Additional Background Research, and Conduct Interview(s) with CPAB Subject</i>
6	9/30/2024	<i>Formulate Interview Questions, Additional Background Research, and Conduct Interview(s) with CPAB Subject</i>
7	10/7/2024	<i>Formulate Interview Questions, Additional Background Research, and Conduct Interview(s) with CPAB Subject</i>
8	10/14/2024	<i>"Follow-Up" Research &amp; Interview(s) with CPAB Subject</i>
	10/15/2024 – 10/17/2024	<b><i>CPAB WORKSHOP, I</i></b>
9	10/21/2024	<i>"Follow-Up" Research &amp; Interview(s) with CPAB Subject</i>
10	11/04/2024	<i>Composition of CPAB Essay</i>
11	11/11/2024	<i>Composition of CPAB Essay</i>
12	11/18/2024	<i>Composition of CPAB Essay</i>
	11/19/2024 & 11/20/2024	<b><i>CPAB WORKSHOP, II &amp; Refinement of CPAB Essay</i></b>
13	<b>11/25/2024</b>	<b><i><u>ALL Career Public Administrator Biography Assignments Due No Later than 7:00pm on Monday November 25, 2024</u></i></b>