

Special Topics in Public Administration: The American Federal Bureaucracy (PADP 9200)

Course Instructor:

Dr. George A. Krause
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Course Information:

Time: Wednesday: 7:10pm-9:55pm
Where: 101D Baldwin Hall
Office Hours: Tuesday: 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 an introduction to the U.S. federal bureaucracy suitable for both advanced MPA and Ph.D. students. MPA students should have already completed PADP 6910 (*Public Administration & Democracy*) & PADP 6960 (*Public Management*), but exemptions can be made on a case-by-case basis on the instructor's discretion.

The assigned readings will offer a minor sampling of the vast amount of research on major aspects of the American administrative state covered in each week's session. These readings will consist of applied articles on contemporary issues (e.g., *Government Executive*, Substack blog posts by leading public administration scholars, Partnership for Public Service), as well as academic (social science) research articles in academic journals (e.g., *Public Administration Review*, *Journal of Public Administration Research and Theory*). There is no textbook for this course.

This course prioritizes each student developing their own social science research skills. For MPA students, this will mean requiring the development and completion of a "White Paper" akin to a government style professional report routinely produced by U.S. federal government agencies (e.g., Government Accountability Office, Congressional Research Service). MPA students will aspire to produce a research report that will be suitable for inclusion of their Capstone Portfolio, and potentially as a writing sample in their professional applications for job positions and fellowships.

Ph.D. students will be required to both develop and complete an original academic style research paper using quantitative data, and an appropriate empirical strategy, on the U.S. federal bureaucracy or using information and insights gained in this course applied to other governmental settings (e.g., state or local government, non-U.S. government bureaucracies). Ph.D. students will aspire to compose a research paper suitable for presentation at major academic conferences, and possibly/eventually, suitable for submission to academic journals. This will require each student to independently delve into research information and background relating to their projects.

All paper project proposals must be approved by the instructor by no later than Friday January 31, 2025 @ 12:00pm. Unlike typical courses, this course will comprise of the instructor spending considerable “in-class” session time devoted to assisting students in both small groups and on an individual basis. Every class session will contain a significant portion dedicated towards facilitating student efforts at developing their own individual research projects following coverage of assigned readings. Students will be expected to pursue research and extant literatures’ that are germane to their topic beyond those covered in assigned readings.

COURSE OBJECTIVES

1. *Attain a basic understanding of the role of American federal bureaucracy as a governance institution within the U.S. constitutional system.*
2. *Developing appropriate research skills for MPA and Ph.D. students that serve the respective objectives of each graduate program. This includes intensive reading on one’s topic/subject of interest; formulating a research puzzle and the intended contribution of one’s research project; developing sound logical arguments; evaluating claims with empirical evidence; drawing broader conclusions and inferences from one’s own study germane to the appropriate audience.*
3. *Delivering a promising original scholarly research project that is well-thought out, 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 their research project.*

The attainment of these course objectives will primarily occur through assigned readings, class session lectures, problem sets, research projects, and consultation with the instructor.

CLASS STRUCTURE

- **Discussion of Assigned Readings: 7:10pm – 8:15pm (65 minutes): Approximate & May Vary**
- **BREAK: 8:15pm–8:25pm (10 minutes): Approximate & May Vary**
- **Research 'Breakout' Sessions: 8:25pm – 9:55pm (90 minutes): Approximate & May Vary**

CLASSROOM RESPECT & ATTENDANCE POLICIES

It is essential 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. 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 can be offered during the allotted class time. **My scheduled office hours will be held on Tuesday afternoons from 1:00pm–3:00pm & by Scheduled Appointment.** When seeking my assistance during office hours, please either stop by my office or send me a Zoom meeting room link and Outlook invitation for a specific time to meet. If I decline the invitation, I will propose an alternative time in the event I have already scheduled a meeting with one of your classmates or someone in my other course this semester. I encourage each of you to reach out to me during scheduled office hours 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 required 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 10.00% (i.e., 0.10) 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 REOUSRCES

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 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 2022.

REQUIRED ASSIGNMENTS

(1) Research Paper Project: 70% of Total Course Score (Approved Proposal: 10%; 1st Draft: 10%; 2nd Draft: 20%; Final Draft: 40%)

The research paper project will consist of a 30-40 double-spaced (with a suitable font) paper (excluding title page, abstract, and appendices). Students will be graded on three iterations of their research paper project (1st Draft: Due on 3/21/2025 @ 5:00pm; 2nd Draft: Due on 4/11/2025 @ 5:00pm; and Final Version: Due on 4/28/2025). In addition, students will be required to submit a 5-7 page research proposal for the project that they wish to pursue during the semester. This research proposal outlines the key aspects of their research paper proposal. The instructor will serve as a consultant to each student's project at all stages of the process. It is each student's responsibility to effectively communicate on a regular basis with the instructor, as well as seek assistance and feedback from them.

(2) Written Review of a Classmate’s Research Paper: 15% of Total Course Score

Each student will be required to provide a written review of a classmate’s research paper project assigned by the instructor. The purpose of this assignment is to provide constructive feedback intended to help your assigned classmate improve the caliber of their research project. This written review document will be based on a five page (single-spaced, with double-spacing between paragraphs – with suitable font).

(3) Group Participation in Assigned Reading Discussions During Class Sessions: 15% of Total Course Score

The final portion of each student’s course grade will be determined by the caliber of their participation in discussing assigned readings during class sessions, as determined by the instructor’s assessment.

GRADING SCALE

I will grade individual assignments on the following letter/point system, and each item will be weighted by the stated proportions for each assignment noted above:

ASSIGNMENT GRADE DISTIRBUTION

Letter Grade	Points	Letter Grade	Points
A+	4.25	B- -/C+	2.625
A+/A	4.125	B-/C+	2.50
A	4.00	B-/C++	2.375
A/A-	3.875	C+	2.25
A-	3.75	C+/C	2.125
A- -/B+	3.625	C	2.00
A-/B+	3.50	C/C-	1.875
B++	3.375	C-	1.75
B+	3.25	C- -/D+	1.625
B+/B	3.125	C-/D+	1.50
B	3.00	C-/D++	1.375
B/B-	2.875	D+	1.25
B-	2.75	D+/D	1.125
		D	1.00
		F	0.00

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 WEIGHTED COURSE GRADE DISTRIBUTION

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

COURSE TIMETABLE & OUTLINE

[Tempo May Vary During the Semester at Instructor's Discretion]

WEEK 1: WEDNESDAY (JANUARY 8, 2025)

INTRODUCTORY SESSION & STUDENT–INSTRUCTOR CONSULTATIONS

- Students Begin to Formulate Potential Research Project Ideas, I
 - Research Puzzle
 - Research Contribution/Aim
 - Data & Empirical Inquiry

WEEK 2: WEDNESDAY (JANUARY 15, 2025)

MODERN ISSUES IN ACCOUNTABILITY GOVERNANCE WITHIN THE ADMINISTRATIVE STATE

Assigned Readings:

- John Forrer, James Edwin Kee, Kathryn E. Newcomer, and Eric Boyer. 2010. "Public-Private Partnerships and the Public Accountability Question." *Public Administration Review*. <https://doi.org/10.1111/j.1540-6210.2010.02161.x>
- Madalina Busuioc. 2021. "Accountable Artificial Intelligence: Holding Algorithms to Account." *Public Administration Review*. <https://doi.org/10.1111/puar.13417>
- Sijors Overman and Thomas Schillemans. 2022. "Toward a Public Administration Theory of Felt Accountability." *Public Administration Review*. <https://doi.org/10.1111/puar.13417>
- **Students Continue to Formulate Potential Research Project Ideas, II**
 - **Research Puzzle**
 - **Research Contribution/Aim**
 - **Data & Empirical Inquiry**

WEEK 3: WEDNESDAY (JANUARY 22, 2025)

AGENCY DESIGN & STRUCTURE: INSULATION, ACCOUNTABILITY, AND INDEPENDENCE

Assigned Readings:

- Jennifer L. Selin and David E. Lewis. 2018. *Sourcebook of United States Executive Agencies*. Administrative Conference of the United States (ACUS). <https://www.acus.gov/sites/default/files/documents/ACUS%20Sourcebook%20of%20Executive%20Agenices%20d%20ed.%20508%20Compliant.pdf>.
- Neal Devins and David E. Lewis. 2023. "The Independent Agency Myth." *Cornell Law Review*.

<https://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=3188&context=facpubs>

- Sarah Anderson and Matthew Potoski. 2016. "Agency Structure and the Distribution of U.S. Federal Spending." *Journal of Public Administration Research and Theory*. <https://doi.org/10.1093/jopart/muw002>
- **Students Develop Potential Research Project Ideas, I**
 - **Literature Review**
 - **Research Puzzle**
 - **Research Contribution/Aim**
 - **Data**
 - **Methodology**

WEEK 4: WEDNESDAY (JANUARY 29, 2025)

BUDGETS & BUDGETING: UNDERSTANDING 'PURSE STRINGS'

Assigned Readings:

- Amelia Gruber and Ross Gianfortune. "How Would Your Agency Do Under Biden's 2024 Budget Request?" *Government Executive*. March 9, 2023. <https://www.google.com/url?client=internal-element-cse&cx=4881efc5ca35d845f&q=https://www.govexec.com/workforce/2023/03/how-much-would-your-agencys-budget-increase-under-bidens-fiscal-2024-request/383791/&sa=U&ved=2ahUKEwiC8Lei-0OKAxXWSjABHRSjI0gQFnoECAQQAg&usg=AOvVaw33T3EAGmNRdQIIdqKt1vgq>
- L.R. Jones, and Jerry L. McCaffrey. 2010. "Performance Budgeting in the U.S. Federal Government: History, Status, and Future Implications." *Public Finance and Management*. <https://doi.org/10.1177/152397211001000304>
- Eloise Pasachoff. 2015. "The President's Budget as a Source of Agency Policy Control." <https://www.yalelawjournal.org/article/the-presidents-budget-as-a-source-of-agency-policy-control>.

- **Students Develop Potential Research Project Ideas, II**
 - **Literature Review**
 - **Research Puzzle**
 - **Research Contribution/Aim**
 - **Data**
 - **Methodology**

Deadline for Research Project Proposal Approval: Friday January 31, 2025 @ 12:00pm

WEEK 5: WEDNESDAY (FEBRUARY 5, 2025)

PERSONNEL: MACRO-LEVEL U.S. FEDERAL WORKFORCE & AGENCY LEVEL ISSUES

Assigned Readings:

- Sean Michael Newhouse. "Young People Don't Trust the Federal Government, But Will Work for It." *Government Executive*. October 11, 2024. <https://www.govexec.com/workforce/2024/10/young-people-dont-trust-federal-government-will-work/400206/?oref=ge-category-lander-river>
- Sean Michael Newhouse. "Federal Workforce is Generally More Diverse than U.S. Population, but Gaps Persist." *Government Executive*. December 9, 2024. <https://www.govexec.com/workforce/2024/12/federal-workforce-generally-more-diverse-us-population-gaps-persist/401546/?oref=ge-category-lander-river>
- Gene Brewer, J. Edward Kellough, and Hal G. Rainey. 2022. "The Importance of Merit Principles for Civil Service Systems: Evidence from the U.S. Federal Sector." *Review of Public Personnel Administration*. <https://doi.org/10.1177/0734371X211026008>
- David E. Lewis. 2019. "Deconstructing the Administrative State." *Journal of Politics*. <https://doi.org/10.1086/703443>.
- George A. Krause and Jungyeon Park. Nd. "Improving Social Equity within Public Organizations: Authority Differentials as Reference Points for

Fostering Diversity and Inclusion within U.S. Federal Agencies." *Review of Public Personnel Administration*. <https://doi.org/10.1177/0734371X241286176>

- **Students Develop Approved Research Projects, I**
 - **Literature Review**
 - **Theory/Logical Argument Development**
 - **Construction of Database(s) & Qualitative Evidence**
 - **Development of Research Methodology**

WEEK 6: WEDNESDAY (FEBRUARY 12, 2025)

DECENTRALIZED ADMINISTRATION: CONTRACTING, PARTNERSHIPS, & GEOGRAPHIES

Assigned Readings:

- Carl Dahlstrom, Mihaly Fazekas, and David E. Lewis. 2021. "Partisan Procurement: Contracting with the United States Federal Government, 2003-2015." *American Journal of Political Science*. <https://doi.org/10.1111/ajps.12574>
- Administrative Conference of the United States. "Public-Private Partnerships." December 21, 2018
<https://www.acus.gov/sites/default/files/documents/Recommendation%202018-8%2C%20Public-Private%20Partnerships.pdf>
- George A. Krause and Matthew Zarit. 2022. "Policy-Specific Expertise and the Importance of Organizational Leadership in Shared Administrative Governance: Evidence from U.S. Federal Cooperative Agreements." *Journal of Law, Economics, and Organization*. <https://doi.org/10.1093/jleo/ewab003>
- Andrew B. Whitford. 2020. "Strategy, Structure, and the Administration of Complex Geographies." *Perspectives on Public Management and Governance* <https://doi.org/10.1093/ppmgov/gvaa013>

- **Students Develop Approved Research Projects, II**
 - Literature Review
 - Theory/Logical Argument Development
 - Construction of Database(s) & Qualitative Evidence
 - Development of Research Methodology

WEEK 7: WEDNESDAY (FEBRUARY 19, 2025)

RESEARCH WORKSHOP [FULL CLASS SESSION]

- **Students Develop Approved Research Projects, III**
 - Literature Review
 - Theory/Logical Argument Development
 - Construction of Database(s) & Qualitative Evidence
 - Development of Research Methodology

Completion of All Data Tasks–Research Project:

Friday February 21, 2025 @ 12:00pm

WEEK 8: WEDNESDAY (FEBRUARY 26, 2025)

RESEARCH WORKSHOP [FULL CLASS SESSION]

- **Students Develop Approved Research Projects, IV**
 - Implement Both Organization & Structure of Research Paper
 - Organize & Conduct Statistical Analysis and Data Presentations
 - Composition of Research Paper Draft

SPRING BREAK WEEK [MARCH 3—7, 2025]

WEEK 9: WEDNESDAY (MARCH 12, 2025)

ADMINISTRATIVE CHANGE AND REFORMS

Assigned Readings:

- Summary of 2010 Government Performance Results Modernization Act (GPRA) of 2010.
<http://www.businessofgovernment.org/sites/default/files/GPRA%20Modernization%20Act%20of%202010.pdf>
 - Alexander Kroll and Donald Moynihan. 2021. "Tools of Control: Comparing Congressional and Presidential Performance Management Reforms." *Public Administration Review*. <https://doi.org/10.1111/puar.13312>
 - George A. Krause and Roger Qiyuan Jin. 2020. "Organizational Design and its Consequences for Administrative Reform: Historical Lessons from the U.S. Budget and Accounting Act of 1921." *Governance*.
<https://doi.org/10.1111/gove.12435>
- **Students Refinement of Research Projects, I**
 - **Refine Both Organization & Structure of Research Paper**
 - **Refine Statistical Analysis and Data Presentations**
 - **Refining Composition of Research Paper Draft**

WEEK 10: WEDNESDAY (MARCH 19, 2025)

ADMINISTRATIVE DECISION-MAKING: POLICYMAKING TASKS & IMPLEMENTATION

Assigned Readings:

- Robbie Waters Robichau and Laurence E. Lynn, Jr. 2009. "The Implementation of Public Policy: Still the Missing Link." *Policy Studies Journal*. <https://doi.org/10.1111/j.1541-0072.2008.00293.x>

- William G. Resh, Youngjin Ahn, and Donald Moynihan. 2024. "Populism and Administrative Dysfunction: The Impact of U.S. Government Shutdowns on Personnel and Policy Implementation." *Governance*.
<https://doi.org/10.1111/gove.12823>
- Mir Usman Ali, Lauren Hamilton Edwards, and James E. Wright, II. 2024. "Administrative Decentralization and the Role of Information: The Case of Intimate Partner Violence During the COVID-19 Pandemic." *The American Review of Public Administration*. <https://doi.org/10.1177/02750740241229992>
- **Students Refinement of Research Projects, II**
 - **Refine Both Organization & Structure of Research Paper**
 - **Refine Statistical Analysis and Data Presentations**
 - **Refining Composition of Research Paper Draft**

Submission of 1st Draft–Research Paper: Friday March 21, 2025 @ 5:00pm

WEEK 11: WEDNESDAY (MARCH 26, 2025)

ADMINISTRATIVE PERFORMANCE & PROGRAM EVALUATION

Assigned Readings:

- Mallory E. Compton, Matthew M. Young, Justin B. Bullock, and Robert Greer. 2023. "Administrative Errors and Race: Can Technology Mitigate Inequitable Administrative Outcomes?" *Journal of Public Administration Research and Theory*. <https://doi.org/10.1093/jopart/muac036>
- Shinwoo Lee. 2018. "Employee Turnover and Organizational Performance in U.S. Federal Agencies." *The American Review of Public Administration*.
<https://doi.org/10.1177/0275074017715322>
- William G. Resh and Heejin Cho. 2020. "Revisiting James Q. Wilson's Bureaucracy: Appointee Politics and Outcome Observability."

https://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID3584704_code1787798.pdf?abstractid=3444698&mirid=1

- William G. Resh, Tima Moldogaziev, and Colin Angus Leslie. 2020. "Reversing the Lens: Assessing the Use of Federal Employee Viewpoint Survey in Public Administration Research." *Review of Public Personnel Administration*. <https://doi.org/10.1177/0734371X19865012>

- **Students Revisions of Research Projects [1st Draft], I**
 - **Respond to Comments Creating a Response Document**
 - **Make Necessary Revisions to Research Paper (All Aspects)**

WEEK 12: WEDNESDAY (APRIL 2, 2025)

NO CLASS

WEEK 13: WEDNESDAY (APRIL 9, 2025)

RESEARCH WORKSHOP [FULL CLASS SESSION]

- **Students Revisions of Research Projects [1st Draft], II**
 - **Respond to Comments Creating a Response Document**
 - **Make Necessary Revisions to Research Paper (All Aspects)**

Submission of 2nd Draft–Research Paper: Friday April 11, 2025 @ 5:00pm

WEEK 14: WEDNESDAY (APRIL 16, 2025)

RESEARCH WORKSHOP [FULL CLASS SESSION]

- **Students Revisions of Research Projects [2nd Draft], I**
 - **Respond to Comments Creating a Response Document**
 - **Make Necessary Revisions to Research Paper (All Aspects)**

WEEK 15: WEDNESDAY (APRIL 23, 2025)

RESEARCH WORKSHOP [FULL CLASS SESSION]

- **Students Revisions of Research Projects [2nd Draft], II**
 - **Respond to Comments Creating a Response Document**
 - **Make Necessary Revisions to Research Paper (All Aspects)**

Submission of Final Version of Research Paper:

Friday April 25, 2025 @ 5:00pm

Submission of Reviewer Comments on a Classmate's Research Paper:

Monday April 28, 2025 @ 5:00pm

Ph.D. Research Symposium:

Tuesday April 29, 2025 [9:00am–12:00pm/1:00pm]:

Location: 302 Baldwin