

PADP 3000 (61266): Introduction to Public Administration
University of Georgia, Department of Public Administration & Policy

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Office Location: Baldwin Hall 202A
Drop-In Hours: Monday, 12:00 PM to 2:00 PM
Schedule Meeting: www.calendly.com/zeemering

Meeting Time: Tuesdays & Thursdays, 8:00 AM to 9:15 AM
Location: Baldwin Hall, Room 307

Course Description

“...a government ill executed, whatever it may be in theory must be, in practice, a bad government.”

Alexander Hamilton, (1788)

“As a necessary first step to more effective services, all kinds of people should be encouraged to try out new ways of delivering services. But random innovation does not yield knowledge of what works best for whom or under what condition.”

Alice Rivlin (1971)

If you tell your friends and family that you are taking a class about how the *bureaucracy* has made positive contributions to our country’s development, they might look at you with skepticism and disbelief. For many, the word *bureaucracy* brings to mind long lines, inefficiency, and unfriendly service. We will begin our semester by discussing public perceptions of the bureaucracy, assessing where criticism is due, but also identifying why negative public sentiment may at times be unwarranted. We will then begin to explore *public administration* as a profession.

The demand for workers who are prepared for public service in government jobs and community organizations is high. Those hoping for careers in public service must understand what is unique about working in a *public* environment (in contrast to private-sector management), and they must understand fundamental tasks of management. This class will provide an introduction to public service careers and the basic management tasks associated with public administration. Along the way, we will discuss historical and contemporary examples of public policy problems, and the role of government and non-profit agencies in public problem-solving. Students will be introduced to some basic concepts about American political development and the importance of historical cases in political science. Students will develop responses to case study scenarios. The major project for the semester will encourage students to become experts on a public agency, its authorizing legislation and major programs.

Students will also be challenged to propose reforms that help the public agency better serve the public.

Student Learning Outcomes

This class provides an introduction to public administration in the United States. After taking this class, students should understand the role of the bureaucracy in our democratic society and the role of those who administer and work for public agencies. Students will demonstrate critical thinking to propose reform to address the complexity of policy challenges facing the United States. More specifically, student learning outcomes include:

- Explore the functions of common bureaucracies in Washington, DC and Atlanta
- Explain the development of the administrative state in the United States
- Identify and explain features of public-sector management that are distinct from private-sector management
- Identify and assess with evidence the validity of common complaints about bureaucracy
- Create a reform proposal for a federal or state agency, engaging and applying relevant theory and evidence from management and policy
- Diagram the relationship between authorizing legislation and bureaucratic organization and service delivery

Required Book

The textbook for our class is available from the University of Georgia Bookstore and online retailers in hard copy or electronic form:

Shafritz, Jay M., E.W. Russell, Christopher P. Borick, and Albert C. Hyde. 2023. *Introducing Public Administration*, 10th edition. Routledge. ISBN: 978-1-03-204289-3.

e-Learning Commons (eLC) and Online Resources

In addition to our textbook, several articles and news articles will be provided through links in the e-Learning Commons (eLC) page for our class. Students should check ELC weekly for announcements, new resources, and information about our semester.

Students should also become familiar with the library's resources for students of public administration and policy. Explore the library's subject guide for our field here:

<https://guides.libs.uga.edu/public-administration-policy-guide>

Assignments and Grading

Assignments will be evaluated using a point system, with 100 points possible for the class. Note, the grade “A” indicates “outstanding” achievement. The following scale will be used to assign letter grades in this class:

100 – 94 points	A	86.9 – 83 points	B	75.9 – 70 points	C
93.9 – 90 points	A-	82.9 – 80 points	B-	69.9 – 60 points	D
89.9 – 87 points	B+	79.9 – 76 points	C+	59.9 – 0 points	F

Case Study Memos: If you work in government, you will write memos that offer a concise overview of a problem. Three memo writing exercises ask students to respond to a case study with a summary, analysis of the problems in the case, and recommendations. A detailed assignment information sheet, including evaluation rubric, is available in eLC.

Public Agency Poster Presentation: After the first half of the semester, we will have weekly student poster presentations to share students’ exploration of reform in public sector organizations at the national, state and local levels. Students will select a topic from a list of options early in the semester, and will prepare a research poster that provides background information about a government agency, identifies a reform opportunity, and presents a reform proposal based upon ideas from our class and additional student research. This places students in the position of critical analysts of public sector governance, pointing out opportunities for improvements to public service delivery. A detailed assignment information sheet with evaluation information is available in eLC.

Mid-Term and Final Exam: Students will complete two in-class exams this semester. Blue books will be provided. Students will define and explain the significance of key terms and answer a series of short essay questions. Please note the exam dates in the schedule. Discuss any conflicts with the instructor one week in advance. Students who take the exam at an alternative time will be given a different version of the exam.

<i>Assignment</i>	<i>Total Points</i>	<i>Due Date</i>
Case Memo 1	10	August 26
Case Memo 2	10	September 30
Mid-Term Exam	25	October 14
Public Agency Poster Presentation	20	Sign-Up September 6 to November 27
Case Memo 3	10	November 18
Final Exam	25	December 4

Expectations and Guidelines

All of the University’s expectations for your conduct as a student apply in this class.

Academic Honesty: As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Plagiarism: Our capacity to learn and synthesize knowledge within the public administration profession depends upon our ability to build on the foundation of existing knowledge and research. Recognizing and documenting the work of others is critical for all students, but especially for graduate students. When writing, students must take great care in how they reference ideas and information sources. Never use someone else's words or ideas in your writing without proper attribution. Serious penalties exist for academic misconduct and plagiarism. Students should read and be familiar with the following resources:

- UGA Academic Honesty Policy: Plagiarism
https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/
- UGA Libraries Research Guide: Writing and Citing
<http://www.libs.uga.edu/researchguide/writing/index.html>

Electronic Devices: Turn off all phones and other electronic noise-making devices while you are in the classroom. Save text messages and emails for the break or after class. Laptop computers or tablets may be used for taking notes, but students must refrain from participating in any online activities during class that are not related to our topic of study. Before using electronic devices with online access in class, students should be aware of the learning distractions associated with these technologies in the classroom (e.g., <http://tinyurl.com/q7pdtgc>).

Attendance: The classroom experience provides opportunities for discussion and engagement that cannot be replicated for those who miss class. Make attendance and active engagement a priority. Please **do not** attend class if you are feeling ill. You are not required to notify the instructor of your absence, nor should you provide documentation related to any illness or personal circumstances that keep you away from class. This is private information. If you miss class, please do check with a colleague for notes and an overview of class content before contacting the instructor for any assistance.

Class Discussion: Complete the reading assigned for each class meeting and be prepared for discussion. Make sure everyone has an opportunity for input. We are interested in each person's contribution, so please understand if I ask for brevity or a conclusion to a chain of discussion.

Late Assignments: Deadlines have been structured so that the instructor can provide regular and periodic feedback on your understanding and application of the course material. Assignments submitted after the class meeting on the due date will receive a

20 percent point penalty. No late assignments will be accepted two weeks after the deadline or after the final class meeting. No late final exams will be accepted. Students should consult with the instructor about extreme or severe circumstances for which these conditions might be waived.

Communication with the Instructor: If you have questions or if there are topics you would like to discuss in greater detail, make use of my office hours or schedule an appointment with me. No appointment is necessary during office hours. Scheduling through Calendly allows you to select a time for an in-person or Zoom meeting. When scheduling, please provide a note to state if you will attend the meeting in person or by Zoom. Email is the best method to reach me, and I strive to return email within 24 hours. Make use of these communication resources.

Generative Artificial Intelligence: This course challenges students to advance critical thinking about complexity in public problem solving. As such, generative artificial intelligence (GAI) may be used to augment and support your work; however, AI must not substitute for your own problem solving efforts. GAI may not be used during exams. Specific assignments will include details about whether use of GAI tools is allowable or not, and why. If you are uncertain about using a particular tool to support your work, please consult with the instructor before using it.

Please note that you may not represent output generated by a GAI tool as your own work. Any such use of GAI output must be appropriately cited or disclosed, including quotation marks and in-line citations for direct quotes. Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. Suspected unauthorized assistance, plagiarism, or other violations of UGA's "A Culture of Honesty," will be reported to the Office of Academic Honesty. For full details on how to properly cite AI-generated work, please see the APA Style article, [How to Cite ChatGPT](#). If you are unsure where the line is between collaborating with GAI and copying from GAI, I recommend that you do not have your assignment and the GAI tool open on your device at the same time. Instead, take notes in your own words while you interact with the GAI tool, then use your notes to remind you of what you've learned and to inform your work. Never copy output from GAI tools into your assignment. Instead, use your interaction with the tool as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your improved understanding. (Sidenote: This advice extends to AI assistants that are directly integrated into a composition environment or grammar modulation tool.) Finally, GAI is highly vulnerable to inaccuracy and bias. You should assume GAI output is wrong unless you either know the answer or can verify it with another source. It is your responsibility to assess the validity and applicability of any GAI output used.¹

¹ This policy statement is slightly modified from the University of Georgia's Center for Teaching and Learning Sample Syllabus Policy Statements, available online ([Sample Syllabus Policies - UGA Center for Teaching and Learning](#)).

Disabilities and Accommodations: If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>

Recordings: In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

For more information on securing an accommodation to record lectures, see:

<https://accessibility.uga.edu/faculty-guidelines-for-record-lecture/>.²

UGA Wellbeing Resources: UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community. Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity. UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu • Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

² This policy statement is provided by the School of Public and International Affairs.

Syllabus and Schedule Changes: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. The instructor will communicate changes in writing through your UGA email account.

Schedule – PADP 3000 – Fall 2025

Date	Topic	Reading
<i>Thursday, August 14</i>	Welcome & Introductions	
<i>Tuesday, August 19</i>	Public Perception of Bureaucracy: Angels, Demons, or just Bureaucrats?	
<i>Thursday, August 21</i>	Public Administration – Business-like Management for Government?	Chapter 1
<i>Tuesday, August 26</i>	U.S. and Global Foundations of Public Administration	
<i>Thursday, August 28</i> <i>Note: National Bow Tie Day</i>	The Politics-Administration Dichotomy	Chapter 2
<i>Tuesday, September 2</i>	Case Study Reflection – <i>The San Antonio or Santa Fe Models</i>	Chapter 2 (pg. 75-77)
<i>Thursday, September 4</i>	Bureaucracy and the Separation of Powers	Chapter 4 <i>Federalist 70 (eLC)</i>
<i>Tuesday, September 9</i>	The Administrative State	Carpenter (eLC)
<i>Thursday, September 11</i> <i>NOTE: Online Video Lecture</i>	Government Agencies as Case Studies – Preparing for our Poster Assignment	
<i>Tuesday, September 16</i>	Case Study Reflection – Transforming the USPS	Chapter 4 (pg. 156-162)
<i>Thursday, September 18</i>	Federalism and Public Administration	Revised Chapter 5 (eLC)
<i>Tuesday, September 23</i>	Case Study Reflection – FEMA and Disaster Recovery in the States	Revised Chapter 5 (eLC) – Case Study
<i>Thursday, September 25</i>	Ethical Conduct in Government	Chapter 6
<i>Tuesday, September 30</i>	Guerilla Government	O’Leary (eLC)
<i>Thursday, October 2</i>	Case Study Reflection – <i>All the Queen’s Horses</i>	See viewing options and questions in eLC
<i>Tuesday, October 7</i>	Review – Bureaucracy in a Democratic Society	
<i>Thursday, October 9</i> <i>NOTE: Online Video Lecture</i>	Learning from Leadership Biography	
<i>Tuesday, October 14</i>	Mid-Term Exam	
<i>Thursday, October 16</i>	Managing in Organizations	Chapter 7 & 8
<i>Tuesday, October 21</i>	Motivating Employees	Chapter 8 (pg. 284-298)

<i>Thursday, October 23</i>	Case Study Reflection – Organizations and Sustainable Behavior	Chapter 8 (pg. 305-308)
<i>Tuesday, October 28</i>	Managing the Money – Public Sector Budgets	Chapter 12
<i>Thursday, October 30</i>	The Georgia State Budget	
<i>Tuesday, November 4</i>	Case Study Reflection – Is this any way to run a budget	Chapter 12 (pg. 462-465)
<i>Thursday, November 6</i>	Government Performance	Chapter 13
<i>Tuesday, November 11</i>	Case Study Reflection – Oregon's Pre-K Program	Chapter 13 (pg. 496-502)
<i>Thursday, November 13</i>	Regulatory Agencies	Revised Chapter 10 (eLC)
<i>Tuesday, November 18</i>	Case Study Reflection – Regulating Food Dye	Revised Chapter 10 (eLC)
<i>Thursday, November 20</i>	Another Look at Public Sector Reform	Chapter 3
<i>Tuesday, November 25</i>	Summary / Conclusion	
<i>Thursday, November 27</i>	No Class Meeting	
<i>NOTE: No class meeting due to Thanksgiving holiday.</i>		
<i>Thursday, December 4</i>	Final Exam	
<i>FINAL EXAM, 8:00 AM to 11:00 AM</i>		