

PUBLIC ADMINISTRATION & DEMOCRACY (PADP 6910)

Course Instructor:

2026 FALL SEMESTER

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

CLASS SESSIONS

MONDAY: 3:55pm-6:45pm
(101D 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) 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. This course is intended to assist students in terms of arriving at a broader understanding of such issues. Although specific aspects from particular cases will be discussed, this course is intended to be broad since it is a 'gateway' survey course in public administration at the master's graduate level.

The contents of this course will emphasize core aspects of public administration — many of which have implications for content covered in both more specialized and applied courses in the MPA graduate course curriculum. Although this course has no formal prerequisites nor assume any previous background in public administration, it does require that students are willing to engage in linking theoretical concepts to both empirical and practical applications from this field via a social scientific perspective. *The aim of this course is twofold. First, students will sharpen their analytical skills for thinking through the types of problems that are encountered in public administration in a democracy – with applications to the United States. Second, students will develop these analytical skills through assigned readings, lecture-discussions, and professional skill acquisition. The latter (i.e., professional skill acquisition) will be in the form of graded assignments consisting of (1) Two case study-based policy memos composed by each individual student, and (2) a three-person assigned team composition of an analysis ("White Paper") of some administrative or policy issue of interest chosen by each student team (subject to*

instructor approval). Because these written assignments represent skills that are critical for many public sector jobs, a revised version of the final projects can be integrated into each student's MPA Capstone Portfolio highlighting the application of specific skills acquired during your course of study to potential employers.

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. Some of these broader themes will include understanding administrative capacity, administrative inequalities and biases; the tension between political responsiveness and professional norms inherent to government administration in a democracy.*
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; policymaking, implementation, and performance aspects of government administration.*

The attainment of these course objectives will occur through assigned readings (both textbook and journal articles/working papers), class session lectures & discussions, and course assignments performed both in and out of class.

CONDUCT OF LECTURE-DISCUSSION SESSIONS

Prior to each class session, students will be expected to perform the assigned background readings from the Hyde, et al. required assigned textbook (11th Edition, 2026). This is an important book for this class to provide students with sufficient background on core concepts and contemporary issues. It also serves as a useful reference text in several other public administration & management course offerings within the MPA program. The Lecture-Discussion sessions during the first part of class sessions will focus on the **Applications** (i.e., the research articles and working papers) – with instructor offering some background context on the broader topic related to the applications before discussing them within the context of the assigned journal articles/working papers. The analysis of these applications will focus on the substantive significance and meaning that can be drawn from these works for understanding public administration in a democracy – as opposed to the intellectual and scientific merit of these works which is the purview of a doctoral/Ph.D. seminar. The instructor will distribute slide content for the lecture-discussion by Monday morning the day of the class session where material will be covered and discussed later that afternoon. This is done to ensure that students think about the assigned readings (both text and applications) with their own perspective before having to engage with the instructor content.

CONDUCT OF WHITE PAPER TEAM WORK SESSIONS

Students are required to conduct White Paper Team Project [WPTP] work during class sessions in the assigned classroom (unless instructor permission is granted to find another available space in Baldwin Hall). This behavior is incentivized by the fact that 20% of each student's final course grade will be determined by their peer team members' evaluation of their contribution to various aspects of the WPTP. Further, I am allotting this time for each class meeting so that the WPTPs require less time of students outside of class. I request that all students and teams take advantage of this opportunity to get work done during the class session when all team members are present together, in-person.

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): 3:55pm – 5:15pm (approximate)**
 - *Instructor Overview:* Focusing on key issues that are germane to concepts, theory, and empirical information related, in part, to both the assigned textbook and non-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.*
- **Breakout Session: ‘White Paper’ Teams with Instructor ‘Real-Time’ Feedback: 5:15pm (approximate) – 6:45pm**
 - Students will be assigned by the instructor to four/five person teams. The ‘White Paper’ teams [WPTs] are designed for students to assist and support one another throughout the semester in each student’s development of their own individual ‘White Paper’ assignment. Students will be evaluated by their team members on the basis of the constructive, helpful feedback that they offer to their team members’ own WP assignment – both in terms of oral and written feedback. *During this Breakout Session, the Instructor will be available to respond to queries, advice, etc. on these projects.*

REQUIRED TEXTS

Albert Hyde, Jennifer Shea, Carlette F. Sims, Eric Zeemering. 2026. *Introduction to Public Administration*. 11th Edition. New York: Routledge. (Paperback or Electronic Version)

- Assigned Application readings will be distributed by the professor either as PDF attachments or journal weblinks that students can easily access through UGA free of charge.

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 project during **Breakout Sessions for 'White Paper' 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. That is, AI can neither be used as a substitute for critical thinking, nor intellectual and labor efforts for obtaining data and information.
- 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 both verify any AI-generated content using its original, independent source when incorporating such information or material into any course assignment and fully cite and explain how it has been used in a given 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 verifying the accuracy and veracity of 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.

For more information on securing an accommodation to record lectures, see: <https://accessibility.uga.edu/faculty-guidelines-for-record-lecture/>

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 either via e-mail or in the eLC menu repositories. All student written assignments for this course must be submitted in WORD document format.

(1) ‘White Paper’ Analysis of an Issue Relating to Public Administration: 50%

Each three-person team will be required to author a ‘White Paper’ between 25-30 pages of text, excluding title page and references (double-spaced, single inch (1”) margins, Times New Roman 12 point font). A ‘White Paper’ is one where the analyst (student) seeks to achieve the following:

(1) Preamble [3 page limit]: Identify an Important Problem/Issue and Offer a WP summary.

(2) Description of the Problem/Issue [6 page limit]: Provide Background Information on the Problem/Issue.

(3) Analysis of the Problem/Issue [8 page limit]: Analyze the Source(s)/Causes of the Problem/Issue.

(4) Proposed Solutions & Recommendations [10 page limit]: How to Best Proceed (given the preceding content).

(5) Implications [3 page limit]: Discuss the Implications of the Preceding Content for Similar or Related Problems.

Each three-person student team [White Paper Team (WPT)] will find three potential topics to conduct preliminary development work such that they formally address stage (1) for each of these three proposed WP projects. In consultation with their team members and the instructor, they will determine which of these three topics that they wish to develop into a White Paper as a Team during the course – subject to instructor approval. The approved topic will be determined during the week of **September 15-19** based on team meetings with the instructor. Only one Team per problem/issue will be permitted (i.e., no duplicate papers within the class). The full semester-length timetable for this project at various developmental stages is contained at the end of the course syllabus (see ‘White Paper’ Project Timeline).

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).

- **PROJECT EVALUATION # 1: “Preamble/Summary”** section content [Due: Thursday September 24 @ 3:00pm]: 5% of Final Course Grade
 - **PROJECT EVALUATION # 2: “Describing the Problem/Issue”** section content. [Due: Thursday October 8 @ 3:00pm]: 5% of Final Course Grade
 - **PROJECT EVALUATION # 3: “Analysis of the Problem/Issue”** section content. [Due: Thursday October 22 @ 3:00pm]: 5% of Final Course Grade
 - **PROJECT EVALUATION # 4: “Potential Solutions & Recommendations”** section content [Due: Thursday November 5 @ 3:00pm]: 5% of Final Course Grade
 - **PROJECT EVALUATION # 5: “Conclusion”** section content. [Due: Thursday November 12 @ 3:00pm]: 5% of Final Course Grade
 - **PROJECT EVALUATION # 6: Final White Paper Project Document.** [Due: Monday November 30 @ 7:00pm]: 25% of Final Course Grade
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(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. I will provide positive anonymous examples from past sections of this course on eLC.

In addition, considerable content online that provide excellent guidance on how to write an effective policy memo and ‘white’ papers that are longer and more analytical than policy memo documents – with varying styles, tips, and approaches. 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>). 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) ‘White Paper’ Team Member Contributions: 20% (4 evaluations × 5% Per Evaluation)

The Analysis teams will consist of three (3) members assigned by the instructor. Students will identify their team – but anonymously grade each of their teammates’ performance (excluding their own) at four times during the course determined by the instructor and submit these evaluations to the instructor. The grading scale will be the one used for individual assignments (see below, **Grading Scale for Assignments**). Per each evaluation, the median score will be the final score assigned to mitigate the effect of outliers. Each evaluation will count towards 5% of the final course grade. The grading metrics will consist of two five (5) point [1, 2, 3, 4, 5] Likert scale questions. (1) ***How much has Teammate X/Z contributed to the Development Process of the Content under Evaluation?*** (2) ***How much has Teammate X/Z contributed to the Revision Process of the Content under Evaluation?***

- **TEAMMATE EVALUATION #1:** Assisting Team Members Pursuit of Three Plausible Options for their team's White Paper [**Monday September 21 @ 3:00pm**]
- **TEAMMATE EVALUATION #2:** Assisting Team Members Pursuit of Developing the Preamble/Summary, Depiction of Problem/Issue Background content of their team's White Paper [**Monday October 12 @ 3:00pm**]
- **TEAMMATE EVALUATION #3:** Assisting Team Members Pursuit of Developing the *Analysis & Proposed Solutions* content of their team's White Paper [**Monday November 2 @ 3:00pm**]
- **TEAMMATE EVALUATION #4:** Assisting Team Members Pursuit of Developing the *Recommendations & Conclusion* content of their team's White Paper [**Tuesday December 1 @ 3:00pm**]

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 ASSIGNMENTS

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

Note: A+ grades cannot be formally registered according to university policy, but they can be used for other means to distinguish truly exemplary student performance (e.g., reference letters I compose for students).

PADP 6910 FALL 2026 COURSE SCHEDULE

Session	Date	Course Topics/Subject Material	Required Readings (Prior to Class Session)
		<i>UNIT I: PUBLIC ADMINISTRATION IN A DEMOCRACY</i>	
1	8/17/2026	Public Administration: Functions, Roles, & Responsibilities	<i>No Assigned Readings: Informal Lecture-Discussion on Alexander Hamilton's Federalist No. 72 and the Nature of Executive Authority in the American Republic; Herman Finer versus Carl Friedrich Debate</i>
2	8/24/2026	Governance, Administrative Capacity, and the Changing Nature of the U.S. Administrative State	<i>Background Readings:</i> Hyde, et al. (Chapters 1 & 2) <i>Applications:</i> Fukuyama (2013: Governance); Lewis (2019: Journal of Politics)
3	8/31/2026	Administrative Reform: Performance Implications	<i>Background Readings:</i> Hyde, et al. (Chapter 4, 13) <i>Applications:</i> Kroll & Moynihan (2021: Public Administration Review); Krause & Jin (2020: Governance)
4	9/7/2026	LABOR DAY [NO CLASS] WP Team Meetings <i>(Virtual Zoom Team Meetings: 9/8 & 9/9)</i>	Policy Memo # 1 Draft Submission Due [Friday 9/12/2025 @ 3:00pm]
5	9/14/2026	NO CLASS WP Team Meetings <i>(Virtual Zoom Team Meetings: 9/15 & 9/16)</i>	<u>WPTPs APPROVAL DEADLINE:</u> [Friday 9/19 @ 12:00pm noon]
6	9/21/2026	Cooperative Federalism and Public Administration: Coordination Between and Within Levels of Executive Branch Government	<i>Background Readings:</i> Hyde, et al. (Chapter 5) <i>Application:</i> Krause and Hong (2026: Journal of Public Administration Research and Theory)

			Instructor Feedback on Policy Memo # 2 Returned to Students [Wednesday 9/23/2026] <u>TEAMMATE EVALUATION #1: 9/21 @ 3:00pm</u> <u>PROJECT EVALUATION #1: Due on Thursday 9/24 @ 3:00pm</u>
		<i>UNIT II: CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION</i>	
7	9/28/2026	“Third-Party” Governance: Contracting & Partnerships in Public Administration	<i>Applications:</i> Dahlstrom, Fazekas, and Lewis (2021: <i>American Journal of Political Science</i>); Brunjes and Kellough (2018: <i>Journal of Public Administration Research and Theory</i>)
8	10/5/2026	Structure, Status, and Power Within Public Organizations	<i>Background Readings:</i> Hyde, et al. (Chapter 7) <i>Applications:</i> (Yu, et al. 2023: <i>Journal of Public and Nonprofit Affairs</i>); Krause and Park 2023: <i>Public Administration Review</i>) Policy Memo # 1 Final Submission Due [Monday 10/5/2026 @ 3:00pm] <u>PROJECT EVALUATION #2: Due on Thursday 10/8 @ 3:00pm</u>
9	10/12/2026	Administrative Burdens and Disparities: <i>Macro-level Forces – “Political Design & Perceptions of Fairness”</i> <i>Micro-level Forces – “Task Engagement by Street-Level Bureaucrats”</i>	<i>Hyde, et al. (Chapter 3)</i> <i>Applications:</i> <i>Administrative Burdens in Social Programs</i> (Herd, et al. 2015: <i>Journal of Public Administration Research & Theory</i>); <i>Administrative Burdens in Policing:</i> (Headley & Wright: 2020 <i>Public Administration Review</i>) <u>TEAMMATE EVALUATION #2:10/12@ 3:00pm</u>
10	10/19/2026	Consequences of Automation & Information Technology: Positive & Negative	<i>Background Readings:</i> Hyde, et al. (Chapter 9) <i>Applications:</i> <i>Task Automation</i> (Compton, et al. 2023: <i>Journal of Public Administration Research and Theory</i>) & <i>IT System Reforms</i> (Krause and Hong (2026: <i>Journal of Policy Analysis & Management</i>) Policy Memo # 2 Draft Submission Due [Friday 10/19/2026 @ 3:00pm] <u>PROJECT EVALUATION # 3: Due on Thursday 10/22 @ 3:00pm</u>

		<i>UNIT III: ADMINISTRATIVE PROFESSIONALISM IN A DEMOCRACY</i>	
11	10/26/2026	The Personnel Function: Cultivating Expertise, Civil Service, and Human Capital in Public Bureaucracies	<i>Background Readings:</i> Hyde, et al. (Chapter 10) <i>Applications:</i> <u>Employee Turnover and IT Project Service Delays (J. Hong 2025: Journal of Public Administration Research and Theory: LSE Blog Summary:</u> https://blogs.lse.ac.uk/usappblog/2025/08/20/centralized-leadership-and-standardized-tasks-can-help-federal-it-projects-avoid-costly-delays/ & <i>Representative Bureaucracy and Hierarchy (S. Hong 2021: Public Management Review)</i>
12	11/2/2026	Leadership: Executives and Managers	<i>Background Readings:</i> Hyde, et al. (Chapter 14) <i>Applications:</i> <u>Loyalty-Competence Tradeoffs in Executive Appointees: (Krause and O'Connell 2019: Presidential Studies Quarterly); Does Appointee Leadership Type Matter for Effective Performance? (Park 2026: Typescript)</u> <u>TEAMMATE EVALUATION #3: 11/2 @ 3:00pm</u> Instructor Feedback on Policy Memo # 2 Returned to Students [Wednesday 11/4/2026] <u>PROJECT EVALUATION #4: Due on Thursday 11/5 @ 3:00pm</u>
13	11/9/2026	Accountability to Whom? Public Administration's Myriad of Audiences	<i>Background Readings:</i> Hyde, et al. (Chapter 13) <i>Applications:</i> <u>Bureaucratic Reputation (Carpenter and Krause 2012: Public Administration Review); Reputation-Sourced Authority and Unchecked Bureaucratic Power (Bertelli and Busuioc 2021: Public Administration Review)</u> <u>PROJECT EVALUATION #5: Due on Thursday 11/12 @ 3:00pm</u>
14	11/16/2026	WPTP WORK SESSION	Policy Memo # 2 Final Submission Due [Monday 11/16/2026 @ 3:00pm]
	11/23/2026	NO CLASS [THANKSGIVING HOLIDAY BREAK]	
15	11/30/2026	OPTIONAL CLASS	<u>PROJECT EVALUATION # 6 [FINAL COMPLETED WPTPs]:</u> <u>Due on Tuesday 12/1 @ 7:00pm</u> <u>TEAMMATE EVALUATION #4: 12/1 @ 7:00pm</u>

WHITE PAPER TEAM PROJECT [WPTP] PROJECT TIMELINE

<u>Session</u>	<u>Date</u>	<u>Timeline of White Paper Team Project Tasks Performed by Students</u> (Tasks Can Be Performed Earlier than Dates Listed Below)
1	8/17/2026	Meeting WP Team Members
2	8/24/2026	Discuss Three (3) Potential WP Team Project Topics Among Team Members
3	8/31/2026	Bring a 3 Page Summary of Each Potential WP Project Topic to Class Session & Discuss Among Team Members & Instructor
4	9/8/2026 – 9/9/2026	Virtual Team Meetings with Instructor, Part I [NO CLASS ON 9/7: LABOR DAY HOLIDAY OBSERVANCE]
5	9/15/2026 – 9/16/2026	Virtual Team Meetings with Instructor, Part II [NO CLASS ON 9/14] Projects Will Be Approved at the Second Meeting with Instructor – Possibly with Requested Revisions [in latter case, Final Approval Deadline for WPTPs: Friday September 17 @ 12:00pm]
6	9/21/2026	Develop “Preamble/Summary” section content [3 page limit] [Drawn from Mini-Proposal Document] Project Evaluation # 1 Due: (Thursday 9/24/2026 @ 3:00pm) TEAMMATE EVALUATION #1: 9/21 @ 3:00p
7	9/28/2026	Revise “Preamble/Summary” section content & Develop “Describing the Problem/Issue” section content [6 page limit]
8	10/5/2026	Develop “Describing the Problem/Issue” section content Project Evaluation # 2 Due: (Thursday 10/8/2026 @ 3:00pm)
9	10/12/2026	Revise “Depicting of the Problem/Issue” section content & Develop “Analysis of the Problem/Issue” section content [8 page limit] TEAMMATE EVALUATION #2: 10/12@ 3:00pm
10	10/19/2026	Develop “Analysis of the Problem/Issue” section content Project Evaluation # 3 Due: (Thursday 10/22/2026 @ 3:00pm)
11	10/26/2026	Revise “Analysis of the Problem/Issue” section content & Develop “Potential Solutions & Recommendations” section content [10 page limit]
12	11/02/2026	Develop “Potential Solutions & Recommendations” section content Project Evaluation # 4 Due: (Thursday 11/05/2026 @ 3:00pm) TEAMMATE EVALUATION #3: 11/2 @ 3:00p
13	11/09/2026	Revise “Potential Solutions” section content & Develop “Conclusion” section content [3 page limit] Project Evaluation # 5 Due: (Thursday 11/12/2026 @ 3:00pm)
14	11/16/2026	Revise “Conclusion” section content & Revise Other section content
15	11/23/2026	NO CLASS (THANKSGIVING HOLIDAY BREAK)
16	11/30/2026	OPTIONAL CLASS Project Evaluation # 6: Final Completed White Papers Are Due No Later Than Tuesday December 1, 2026 @ 7:00pm TEAMMATE EVALUATION #4: 12/1/2026 @ 7:00pm