



COURSE SYLLABUS

PAD 3003 Section 05 – Public Administration in Society: Online

Spring 2016

Contact Information:

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Course Materials:

Required Text: Holzer, Marc & Schwester, Richard. *Public Administration: An Introduction*, M.E. Sharpe, Inc., 2011

Other required readings and assignments will be posted on the class Blackboard site (<http://campus.fsu.edu>). Articles and multimedia will be posted under the **Course Library** tab, which contains folders for every week.

Course Description and Objectives:

This course is designed to introduce students to the theory and practice of public administration. In this course you will learn about the foundations of public administration and public sector ethics, probe historical and contemporary questions concerning the field, and analyze practical and ethical challenges facing public administrators. In class sessions we shall study how successful administrators gain support from the public and attain legitimacy through use of reason and ethics while solving pressing societal problems. In addition we will examine civil servants' actions grounded in benevolent service to citizens as they strive to produce the greatest good for the greatest number through the use of discretion in the administration of public affairs.

This course covers the essential elements of public administration, including public ethics and values, organizational theory, human resource management, leadership, program evaluation, public budgeting, and citizen participation. Students will be expected to demonstrate their understanding of the ideas presented in the course and apply their knowledge to critically evaluate the decisions of public administrators and governmental actors from an ethical perspective.

After completing this course, you will be able to:

- Identify and understand the core concepts of public administration
- Critically evaluate the ethical dimensions of administrative decisions
- Understand the role of public administrators in contemporary American society
- Understand why public servants derive their authority from the people, and why as stewards to the people administrators are obliged to make sure that government is managed in effective, efficient, and responsible manner
- Learn why civil servants are motivated by the aspiration to practice benevolence towards fellow citizens
- Familiarize yourself with different management functions of government
- Learn how public administration has evolved from its historical roots to contemporary manifestations of ethically engaged and socially responsible citizens

Course Requirements, Expectations, and Structure:

Attendance and Participation: The course format is asynchronous instruction: meaning there are no dedicated in-class meetings or any required live video chat interactions. It is the student's responsibility to complete the readings during the week for which they are assigned. Completion of the required readings and viewing of the lectures are essential for satisfactory performance in the class. Students are responsible for knowing the due dates of assignments and keeping up with the course as the semester progresses. All exams will be completed on Blackboard and all written work will similarly be turned in there as well: <http://www.campus.fsu.edu>

To fully participate in the course students will be expected to have an FSU e-mail account and access to the Internet (free to Florida State University Students). If you do not have an active e-mail account please contact the instructor so that we can assist you in getting signed up. Additional readings on the weekly topics are encouraged, if you see related articles that are pertinent to the class; please send them to the instructor to share with the class. *The instructor retains the right to assign additional readings during the course of the semester.*

It is important to know the university set cutoff dates for dropping the class or late withdrawal as published by the registrar. Incomplete grades (I) will not be assigned after the midpoint of the semester without extenuating circumstances and instructor approval. Below are the assignment grading and points to be assigned for class items:

Quizzes: Six (6) quizzes will be administered throughout the semester. Each of quizzes will be worth 50 points. Quizzes will include all material covered up to the date of the current quiz. The quizzes will be completed online, and students will have only one attempt to fully complete the quizzes in the allowed time. Students will not be allowed to backtrack questions and change their responses. The quizzes will be available over the weekend, until Sunday night (11:59 pm), for students to log in and complete. The allowed time for completion will be 30 minutes.

Makeup quizzes will be permitted for university-approved excuses only! Please use a reliable Internet connection when taking all course exams. A disconnection will result in the quiz being labeled "completed" by the blackboard system regardless of the progress made by students. (Maximum of 300 points)

Midterm: The midterm exam will cover ALL SUBJECT MATTER covered during the lectures and in your assigned readings up to the point of the midterm. Make-up exams will be permitted only in cases where a university accepted excuse is provided to the instructor. E-mail or phone call notices of illness without appropriate documentation of such illness will not constitute an acceptable excuse. Students will have 2 (two) hours to complete the exam online. (Maximum of 250 points)

Group Short Essay: Students will be required to complete a short essay between ten (10) and twelve (12) pages. The essays should be double-spaced in 12 point Times New Roman font with standard one inch margins. Your essay should include (i) an introductory paragraph clearly articulating your argument responding to the provided questions, (ii) your actual argument with examples (3-4 paragraphs), (iii) and a concluding paragraph which summarizes the points made in the prior sections of the paper. Essay questions will be distributed in Week 8 (February 22st) and students will be required to submit their final questions six (6) weeks later in Week 13 (April 3rd). **Students will be put into groups of 4-5**, and will present a **SINGLE** paper as a group. The group members will have to use the group wikis that will be provided in order to create the paper. Each student's contribution will be measured based on how much they help in the development of the overall group paper. Students' grades for the paper will consist of two components: (1) contribution to the group effort; (2) overall quality of the submitted paper. (Maximum of 200 points)

Late work: Late essays will be accepted for up to five calendar days after the original due date. A penalty of 5% will be applied for each day that the assignment is due within the first three-calendar day window. Any essay submitted after three calendar days will be subjected to an additional penalty of 10% for each additional day through five calendar days. No late essays will be accepted more than five calendar days after the essay was due. Accordingly, the reductions for late work will be assessed as follows:

1-3 days late: 5% reduction per day late
4-5 days late: 10% reduction per day late
5+ days late: 0 credit for the assignment

Final Exam: The final exam will cover ALL SUBJECT MATTER covered AFTER the midterm and up to the point of the final exam. Make-up exams will be permitted only in cases where a university accepted excuse is provided to the instructor. E-mail or phone call notices of illness without documentation of such illness will not constitute an acceptable excuse. (Maximum of 250 points)

Grading: The distribution of grades magnitude is as follows:

Quizzes:

Quiz 1: 5%
Quiz 2: 5%
Quiz 3: 5%
Quiz 4: 5%
Quiz 5: 5%
Quiz 6: 5%

Quiz Total	30%
Group Short Essay	20%
Midterm Exam	25%
Final Exam	25%

The final grades will be calculated using the following scale:

Letter Grade Percentage Grade

A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	59.99% or below

Course Policies:

Academic Honor Code: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading and living up to the Academic Honor Policy.

Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a grade of "zero" (0) for that particular assignment. The instructor reserves the right to use all means at his/her disposal to screen for plagiarism, including electronic citation checking (SafeAssign, Turnitin included). For more information, see <http://dof.fsu.edu/honorpolicy.htm>

Student Conduct Code: Everyone in this class is expected to adhere to principles embodied in the FSU Student Conduct Code, available at: <http://www.fsu.edu/Books/Student-Handbook/2003codes/conduct.html>

This code essentially requires everyone to maintain the highest professional standards of conduct in this class, whether in face-to-face meetings or online communications. Violation of the conduct carries a range of penalties that can vary from a reduced grade to expulsion.

Americans with Disabilities Act: Students with disabilities needing academic accommodation should: (1) Register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type.

This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center; 97 Woodward Avenue, South; Florida State University; Tallahassee, FL 32306-4167; (850) 644-9566 (voice); (850) 644-8504 (TDD); sdrc@admin.fsu.edu; <http://www.fsu.edu/~staffair/dean/StudentDisability>

Late and Makeup Work: No makeup quizzes or exams will be allowed without a student having received a prior permission from the instructor, and/or without a written university approved excuse. **Missed quizzes or exams for which the student has an official or approved excuse must be made-up within three (3) days of the original quiz or exam date. No make-up quizzes or exams will be permitted once grades have been posted and/or graded quizzes/exams have been returned. It is the student's responsibility to make arrangements with the instructor to complete any outstanding course requirements within the prescribed time frames.**

Excused absences include documented illnesses, deaths in the immediate family and other documented crises, call to active military or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made without penalty to the student. Consideration will also be given to students whose dependent children experience serious illness.

Syllabus change policy: This syllabus is a guide for the course and is subject to change with advance notice.

Week 1 Introduction to Public Service and Civil Servants' role in Society

Objective: After completing this class session students should: (1) know the role of public servants in the delivery of services; (2) understand the perspectives regarding the image of civil servants; (3) know how professional associations help redefine values of public service; (4) understand the role of nonprofit sectors;

Week 2 Introduction to Public Service and Civil Servants' role in Society II

Objective: After taking this session, students should be able to know (1) what public administration is, its purposes, and main foundations; (2) the important role government plays in a modern, democratic society; and (3) the pro and cons of an administrative system in society.

- Pages 417-442
- Pages 2 – 47

Week 3 Introduction to Public Service and Civil Servants' role in Society III

Objective: After completing this session students should (1) know the historical relationship between politics and administration; (2) understand why some advocate that administration is studied separate of politics; (3) and know how administration functions within a political system.

- Article – Wilson (1887) “*The Study of Administration*” – posted on Blackboard
- Articles (3) – (1) Goodnow (1900) “*Politics and Administration*” – posted on Blackboard; (2) White (1926) “*Introduction to the study of Public Administration*”; (3) Fredrickson (1971) “*Toward a New Public Administration*” – posted on Blackboard

Week 4 Ethics and Management in Public Organizations

Objective: After completing this class session students should: (1) understand the different ethical schools of thought and how they relate to public administration and policy making; (2) identify ethical dilemmas facing public administrators; (3) learn how to effectively address such dilemmas in a socially responsible way;

- Pages 348-378
- Article: Adams & Balfour (2004) “In the Face of Administrative Evil: Finding a Basis for Ethics in Public Service” in *Unmasking Administrative Evil* – posted on Blackboard; Article – Frederickson (2010) “*Searching for Virtue in the Public Life: Revisiting the Vulgar Ethics Thesis*”; - posted on Blackboard;

Week 5 Organizational Theory and Contemporary Ethical Issues in the Workplace

Objective: After taking this session, students should be able to (1) compare and contrast different schools of thought in organization studies (e.g., classical, neoclassical, human relations, and contemporary); (2) understand the importance of both formal and informal organizations; and (3) understand how to ethically manage and treat employees.

- Pages 48 – 81

Week 6 Human Resource Management in the Public Sector

Objective: After completing this week, students should be able to (1) understand the basic ideas associated with human resources management in the public sector; (2) discuss the contributions and problems associated with government employment; (3) learn how to deal with ethical issues in the management of human resources.

- Pages 84 – 132

Week 7 Public Decision Making

Objective: After completing this session, students should be able to (1) understand theories concerning how decisions are made in complex public organizations, (2) learn how to evaluate whether or not such decisions are ethical, and (3) develop a normative ethical base for making decisions in public organizations.

- Pages 136 – 171; **MIDTERM (25%)**

Week 8 Public Service and Bureaucratic Politics

Objective: After completing this class session students should: (1) be able to identify the interaction between political forces and administration of public services; (2) understand the relationship between legislative bodies, administration, and special interests; (3) be able to identify ethical dilemmas associated with bureaucratic discretion.

- Pages 172 – 195; **Essay Question handed out!**

Week 9 Collaborative Governance and Network Management in Democracy

Objective: After completing this session, students should be able to (1) know the basic concepts of collaborative government and intergovernmental relations, (2) understand the potential benefits and costs of collaboration in public service delivery, and (3) understand how to assess governance networks in a democratic society.

- Pages 198 – 215

SPRING BREAK: MARCH 7TH – MARCH 11TH

Week 10 Performance in the Public Sector

Objective: After completing this class session students should: (1) know how organizations seek to effectively and ethically improve performance in the public sector; (2) understand how organizations ethically assess performance of public policies; (3) learn how to cope with ethical problems associated with evaluation of performance and reporting results.

- Pages 218 – 252

Week 11 Evaluating Public Programs

Objective: After completing this class session students should: (1) know what are the different types of empirical data used in the evaluation of public programs; (2) understand why stakeholder input is essential in ethically designed types of evaluations; (3) know the various techniques used to collect information (data)

- Tuesday (March 24th) Pages 258 – 284

Week 12 Public Budgeting and Citizen Participation

Objective: After finishing this session, students should be able to (1) know the basics concepts and theories associated with public budgeting, (2) understand the role of citizen participation in policymaking, and (3) recognize and understand how to deal with ethical dilemmas in budgeting policymaking.

- Pages 288 – 313
- Articles posted on blackboard: “How financial managers deal with ethical stress” (Miller et al. 2005); “Overcoming Administrative Barriers to Citizen Participation” (Timney 1998)

Week 13 Leadership in the Public Sector

Objective: After completing this session, student should be able to (1) understand the importance of leadership in public organizations, (2) compare and contrast different theories of leadership, and (3) learn how to lead public organizations in ethical ways.

- Pages 316 – 345; **Essay Due**

Week 14 Technological Change and Ethics in Public Administration

Objective: After completing this class session students should: (1) understand the important role technology plays in public service delivery; (2) know the problems facing public administrators regarding increased use of technology; (3) understand the ethical dilemmas and issues in public administration caused by technological change; (4) know how to use technology ethically in public service.

- Pages 378 – 411

Week 15 Ethics and accountability: the future of Public Service Delivery

Objective: After completing this class session students should: (1) have a grasp of the shift of administrative responsibility to states and local governments; (2) understand the role of partnerships and collaboration in the provision of public services; (3) understand the ethical motivations of using performance measurement and citizen participation as accountability tools in government settings.

- Pages 448 – 471; **FINAL EXAM**