COURSE SYLLABUS

PAD 3003-03 Public Administration in American Society

Summer Session A 2014
Tuesday and Thursday 9:30 – 10:45 a.m.
HCB 0207

Contact Information:
Instructor: William L. Swann, M.P.A., Ph.D. Student
Office: Bellamy 639
Office Hours: Tuesday and Thursday 8:00 a.m. – 9:00 a.m., or by appointment
E-mail: wls12b@my.fsu.edu

Course Materials:

Other required readings and assignments will be posted on the class Blackboard site (http://campus.fsu.edu).

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, probe historical and contemporary questions concerning the field, and analyze the problems and challenges facing public administrators in the United States. This course covers the essential elements of public administration, including public ethics, organizational theory, human resource management, leadership, program evaluation, budgeting, intergovernmental relations, and the politics of bureaucracy, with added focus on policy formulation and implementation. Students will be expected to demonstrate their understanding of the ideas presented in the course and apply their knowledge to critically evaluate the actions and decisions of public administrators and other governmental actors.

After completing this course, you will be able to:
• Identify the core concepts of public administration
• Articulate how public administration relates to other fields like business administration
• Trace the history of public administration in the United States
• Understand the role of government in contemporary American society
• Familiarize yourself with different management functions of government
• Critically analyze ethical dilemmas in public administrative contexts
Course Requirements:

Attendance and Participation: It is expected that each student attend class (on time) and actively participate in class discussion. Students should come fully prepared for each class and have completed the assigned readings prior to class. Attendance will be taken at the beginning of each class via the class roster sign-in sheet. Unexcused absences and chronic late arrival to class will be reflected in your final grade. There are no unexcused absences except in the case of emergency or other matter deemed urgent by the instructor or University. Attendance and participation count as 10% of your final grade.

Quizzes: There will be three quizzes given throughout the semester. Quizzes will consist of short answer, multiple choice, and/or true-false questions. In the case of absence on the day of a quiz, make-ups will be permitted only with a university excused absence. Quizzes count as 15% of your final grade.

Midterm Exam: For the midterm exam, students are responsible for all subject matter covered during the lectures and in the assigned readings up to the point of the exam. Make-up exams will be permitted only in cases where a university excused absence is provided to the instructor. E-mail notices of illness without appropriate documentation of such illness will not constitute an acceptable excuse. The exam will consist of short answer, multiple-choice, true/false, and short essay questions. The exam counts as 25% of your final grade.

Essay: Students will be required to complete a concise, well-articulated essay that incorporates one or multiple concepts covered in the course. An essay question will be distributed to the class in Week 9, and students will be required to submit their answers in electronic copy three weeks later at the beginning of class. Essays should be no longer than 5 pages in length, not including references, tables, graphs, etc. Essays should be double-spaced in 12-point Times New Roman font with standard one inch margins. All references should be cited according to the Chicago Manual of Style (16th ed.) or the American Psychology Association (APA) (6th ed.) style in author-date format with a separate reference section located at the end of the essay. It is highly recommended that you consult the citation guides provided online (e.g., https://owl.english.purdue.edu/owl/; http://www2.liu.edu/cwis/cwp/library/workshop/citchi.htm; http://www.chicagomanualofstyle.org/tools_citationguide.html).

It is important to write succinctly, clearly, and properly. Improper citation, poor grammar, misspellings, and awkward sentence structuring will significantly hurt your grade for this assignment. If you have trouble writing, there are some excellent resources located on campus that can help you. The essay will count as 15% of your final grade. An example will be provided.

Late essays will receive a 5% reduction per day and zero credit after five days.

Group Presentation: Students will be required to form groups of four or five members and make a class presentation (15 minutes) on public administration topics. Groups can draw on concepts, theories, practices, etc., presented in the course, or may use external subject matter as long as it pertains to public administration in some meaningful way. I would highly recommend using PowerPoint or Prezi, but it is not required for the presentation. The group presentation will
count for 10% of your final grade. A grading rubric will be provided. Below are three sections with questions for consideration. But you are highly encouraged to create your own research question with prior approval from the instructor.

1. Organization Theory and Public Management

   a. How can theories of organization (e.g., scientific management, human relations, behavioral sciences, TQM, etc.), help us better understand the contemporary role of public management and solve problems faced by national, state, or local government agencies? Propose suggestions for improvement based on a theory or a combination of theories.

   b. How can government recruit and retain young, talented public administrators and public workers in the prospect of having to “do more with less”? Focus on a particular agency or area of government (e.g., K-12 education) and offer feasible strategies.

   c. What could public managers learn from the private sector (and vice versa) in terms of improving performance? For example, you could examine how pay-for-performance (P4P) systems could be better adopted in a specific area of government, or why such adaptation has not worked?

   d. Does the civil service help or hinder innovation in the public sector? How could it be reformed and improved? Focus on one aspect of either the federal or state civil service and examine how a law affects performance in a particular public agency or line of government work. Provide recommendations for policy change.

   e. How has technology affected public management and government performance? What solutions and problems has technological change created for government? Illustrate your points with specific examples and suggest how government could use technology to improve performance.

2. Intergovernmental Relations and Organizational Decision Making

   a. Working within the American federalism structure, how can states and the federal government more effectively collaborate in policy formulation, implementation, and/or evaluation? Choose a specific policy area (e.g., environment, national security, etc.) and provide suggestions for how intergovernmental relations could improve policy outcomes.

   b. How can we improve accountability and performance in interlocal agreements and relations? What measures could local governments take to increase the likelihood of successful collaboration in a particular policy area?

   c. How can theories of organizational decision making aid in our understanding of bureaucratic behavior, and what are the managerial/policy implications? For
instance, you could examine how the garbage can model explains decisions in a public university and what this means in terms of managing the university and achieving strategic goals.

3. Public Leadership and Ethics

a. What is effective leadership, and how, if at all, does it differ between the public and private sectors? Draw on theories of leadership and identify specific cases of effective and/or ineffective leadership across sectors to help support your argument. What leadership advice would you give a new public executive?

b. How can governments more effectively combat corruption and ensure honest and accountable public service? For example, you could make recommendations for legislative action or other institutional reforms. Also draw on various schools of ethics to help make your argument.

**Final Exam:** The final exam will cover all subject matter presented after the mid-term and up to the point of the final exam. Make-ups will be permitted only in cases where a university excused absence is provided to the instructor. E-mail notices of illness without appropriate documentation of such illness will not constitute an acceptable excuse. The exam will consist of short answer, multiple-choice, true/false, and short essay questions. The final exam will also include selected content from class presentations, so it is important to attend and pay close attention to them. The exam counts as 25% of your final grade.

**Grading:** To summarize, the grading for the course breaks down as follows:

- Attendance and participation: 10%
- Quizzes: 15%
- Midterm Exam: 25%
- Essay: 15%
- Group Presentation: 10%
- Final Exam: 25%

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Note: I will round final grade averages ≥ .5 to the next highest point.
Course Policies:

**University Attendance Policy**: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy**: 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 the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and ...” (Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy).)

**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
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
[http://www.disabilitycenter.fsu.edu/](http://www.disabilitycenter.fsu.edu/)

**Syllabus Change Policy**: This syllabus is subject to change with advance notice. The instructor reserves the right to add extra-credit opportunities (e.g., additional assignments or quizzes) and adjust the percentage composition of final grades if deemed necessary.

**Classroom Behavior**: It is required that students refrain from disruptive behavior while in the classroom. Disruptive use of cell phones and other communicative devices is prohibited during lectures. In the event of an emergency, you are excused from the classroom.

**Late Work and Make-Up Exams**: No make-up quizzes or exams will be allowed without a student having received prior permission from the instructor, and/or without a written university
approved excuse. Missed quizzes or exams for which the student has an approved excuse must be made up within three days of the original quiz or exam date. No make-ups will be permitted once grades have been posted and/or graded quizzes and exams have been returned. Students are responsible for making any necessary arrangements with the instructor to complete outstanding course requirements within the prescribed time frames.

**Course Outline and Required Readings:**

Week 1: Syllabus and Introduction to Public Administration

- Tuesday (5/13): Syllabus; Chapter 1 (Denhardt and Grubbs 2003)
- Thursday (5/15): Case study: “The Blast in Centralia No. 5: A Mine Disaster No One Stopped” (Bartlow 1948)

Week 2: Public Administration and American Politics

- Tuesday (5/20): Chapter 5 (Holzer and Schwester 2011); “The Study of Administration” (Wilson 1887)

Week 3: Organizational Theory

- Tuesday (5/27): **QUIZ 1**; Chapter 2 (Holzer and Schwester 2011)

Week 4: Human Resource Management in the Public Sector

- Tuesday (6/3): Chapter 3 (Holzer and Schwester 2011)

Week 5: Decision Making and Learning in Public Organizations

- Tuesday (6/10): **QUIZ 2**; Chapter 4 (Holzer and Schwester 2011)
- Thursday (6/12): “Bounded Rationality and Organizational Learning” (Simon 1991)

Week 6: Public Budgeting and Policymaking

- Tuesday (6/17): Chapter 9 (Holzer and Schwester 2011); essay questions distributed
Week 7: Midterm Exam

- Tuesday (6/24): Groups assigned and midterm review
- Thursday (6/26): MIDTERM EXAM (#2 pencil required)

Week 8: Performance and Evaluation in the Public Sector

- Tuesday (7/1): Chapter 7 (Holzer and Schwester 2011)
- Thursday (7/3): Chapter 8 (Holzer and Schwester 2011)

Week 9: Collaborative Government and Intergovernmental Relations

- Tuesday (7/8): ESSAYS DUE (electronically at 9:30 a.m.); Chapter 6 (Holzer and Schwester 2011)
- Thursday (7/10): “Collaborative Public Management: Assessing What We Know and How We Know It” (McGuire 2006)

Week 10: Public Ethics and Values

- Tuesday (7/15): QUIZ 3; Chapter 11 (Holzer and Schwester 2011); “Unmasking Administrative Evil: Searching for a Basis for Public Ethics” (Adams and Balfour 2004)
- Thursday (7/17): “Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations” (Moore 2000)

Week 11: Leadership in the Public Sector and Group Presentations

- Tuesday (7/22): Chapter 10 (Holzer and Schwester 2011)
- Thursday (7/24): Group Presentations

Week 12: Group Presentations and Final Exam

- Tuesday (7/29): Group Presentations
- Thursday (7/31): FINAL EXAM (#2 pencil required)