Fall 2014

Introduction to Public Administration

Classroom: ***

Professor Mengzhong Zhang
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Office Hours: By appointment (e-mail for a time)

Course Overview

This course will serve as an introduction into the field of public administration. The course will combine the relevant public administration literature and history of the field, with current and real world public administration issues.

Course Objectives

- Increase knowledge of public administration theory and practice.
- Increase knowledge of the history and development of public administration as a field.
- Create an opportunity for students to apply public administration theory to relevant bureaucratic examples.
- Create an opportunity for students to gain a working knowledge of the resources available to public administrators, as well as, the relevant professional organizations.

Learning Outcomes
SPAA is a NASPAA accredited institution. NASPAA has established a series of student learning outcomes. It is the school’s intention, and my intention, to assist students in achieving them in each course that I teach. The outcomes are as follows:

- To be able to lead and manage in public governance.
- To participate in and contribute to the public policy process
- To analyze, synthesize, think critically, solve problems, and make decisions
- To articulate and apply a public service perspective
- To communicate and interact productively with a diverse and changing workforce and citizenship.

**Required Texts and materials.**

- Other materials will be provided by the professor.

**Assignments and Grading**

- Class Participation - 30%
- Case Studies - 10%
- Group Debates - 10%
- Final Paper - 50%

I will clarify each assignment in class.

**Grade Spectrum**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B+</td>
<td>85 - 89</td>
</tr>
<tr>
<td>B</td>
<td>80 - 84</td>
</tr>
<tr>
<td>C+</td>
<td>75 - 79</td>
</tr>
<tr>
<td>C</td>
<td>70 - 74</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70</td>
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Being a reasonable person, I generally curve grades to some extent. The cutoff points are at my discretion. For example, if you earn 86 points and the cutoff for an A is 87, I am sorry, but it has to be somewhere.

And please be aware that grades are assigned based on performance alone - not for efforts, good intentions or because of special circumstance.

**Expectations**

- Arrive on time
• Attend all the classes
• Be prepared (read assigned materials prior to class)
• Contribute in class and in group learning
• Actively listen
• Critically think
• Ask questions
• Complete all assignments
• Be respectful—Adhere to University Ethics Guidelines
• Keep cell phones off or on a quiet vibrate

Reasonable Accommodations
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations.
Contact: GENEVIEVE SUMSKI; Assistant Dean, Student Life and Leadership; Robeson Room 352; 973-353-5300 famoso@andromeda.rutgers.edu

Academic Integrity at Rutgers Principles of academic integrity require that every Rutgers University student:
• properly acknowledge and cite all use of the ideas, results, or words of others
• properly acknowledge all contributors to a given piece of work
• make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
• obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
• treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
• uphold the canons of the ethical or professional code of the profession for which he or she is preparing

Code of Student Conduct:

Academic Integrity Policy:

Violations of Academy Integrity
Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

Other Policies:

Attendance: Required.

Syllabus: This syllabus serves as a general outline. I reserve the right to deviate from any part of the plan as necessary. Students will be notified of any such modifications.

Late submissions: Late submissions of individual work or group project will not be accepted unless accompanied by a university excused absence.

Class Etiquette: So that class is enjoyable for everyone, laptops, cell phone ringers and pagers should be turned off. Reading the newspaper, talking during lectures, leaving classes early, text messaging, emailing, and surfing the web are prohibited in class. Please arrive on time. Thanks you!

Grade Dispute: If a student has a grade dispute, they should submit a one-page memo to the instructor presenting evidence for their case. The instructor will review and re-grade the original assignment. This review can create grade increase, but may also create a grade decrease based on the new overall evaluation.
**Course Readings and Schedule**

Assigned readings should be completed for the class they are assigned. Depending on how the semester goes the schedule may change slightly. Any changes to the course schedule will be announced in advance.

<table>
<thead>
<tr>
<th>Week (2014)</th>
<th>Reading Assignments or Activities</th>
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<tbody>
<tr>
<td>September 3<strong>th</strong></td>
<td>Course orientation</td>
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</tbody>
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| September 8**th** | Introduction  
H&S: Ch1; Henry: Ch1 |
| September 10**th** | Group 1: leading case study |
| September 15**th** | Intellectual History of Public Administration  
H&S: Ch2 & Ch5; Henry: Ch2 |
| September 17**th** | Group 2: leading case study |
| September 22**nd** | Organization Theories  
H&S: Ch2; Henry: Ch3 |
| September 24**th** | Group 3: leading case study |
| September 29**th** | The Fabric of Organizations: Forces  
Henry: Ch4 |
| October 1**st** | Group 4: leading case study |
| October 6**th** | The Fibers of Organizations: People  
Henry: Ch5 |
| October 8**th** | Debate 1 |
| October 13**th** | Managing Human Resources in the Public Sector  
H&S: Ch3; Henry: Ch9 |
| October 15**th** | Group 5: leading case study |
| October 20**th** | Public Decision Making  
H&S: Ch4; Henry: Ch10 |
| October 22**nd** | Group 1: leading case study |
| October 27**th** | Intergovernmental Relations  
H&S: Ch6; Henry: Ch12 |
| October 29**th** | Group 2: leading case study |
| November 3**rd** | Public Performance  
H&S: Ch 7; Henry: Ch7 |
| November 5**th** | Group 3: leading case study |
| November 10**th** | Program Evaluation  
H&S: Ch 9; Henry: Ch 8 |
| November 12**th** | Group 4: leading case study |
| November 17**th** | Public Budgeting  
H&S: Ch 9; Henry: Ch 8 |
| November 19**th** | Group 5: leading case study |
| November 24**th** | The Future of Public Administration  
H&S: Ch14; Henry: Ch2 |
November 26th | Debate 2
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December 1st | Term Paper Presentation
December 3rd | Term Paper Presentation
December 8th | Term Paper Presentation
December 10th | Term Paper Presentation
December 15th | Term Paper Presentation
December 17th | Term Paper Presentation

**Term Paper Due on December 8th**

**Group Projects (20 points):**

Debate Questions:

1. **Debate One** (Debate on 8 October 2014).
   Question: Are there essential differences between public and private organization as well as public and private management?
   (5 points, more than 15 pages, report due date: 22 October 2014, please print on all the names in your group projects. Please send your PPT slides by 7 October 2014 to the instructor.)

2. **Debate Two** (Debate on 26 November 2014).
   Question: Is contracting out more efficient and effective?
   (5 points, more than 15 pages, report due date: 10 December 2014. Please print on all the names in your group projects. Please send your PPT slides by 25 November 2014 to the instructor)

3. **Cases Analysis**
   (PPT presentation, each small group is assigned two cases, and each case analysis will be given 5 points. Please email your case presentation PPT slides 24 hours before the beginning of the class. Please print on all the names in your small group)
Case Studies

The case study should focus on the following items:

- **Summary**—briefly describe the case and the key issues raised
- **Decisions**—what were the key decisions that the decision-makers had to make?
- **Options**—what were the possible courses of action available to the decision-maker? What were the likely consequences of those actions?
- **Actions**—what do you believe should be done, how and why?
- **Relevance to class topics**—how does the specific case relate to any of the concepts that we have covered or will be covered in the course?