INTRODUCTION TO PUBLIC ADMINISTRATION
20:834:200
Syllabus, Spring 2015
School of Public Affairs and Administration
Rutgers University- Newark

* This syllabus is subject to change

Instructor: Jung ah (Claire) Yun
Course Dates and Hours: Every Saturday, 9:00 am – 11:55 pm
Class Location: CPS 105
Office Hours: Saturday 12:00 – 14:00 pm (By appointment only)
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Course Description

This course will serve as a guide for students’ journey to explore and examine the field and profession of public administration. This introductory course provides a theoretical foundation and practical knowledge of public administration and familiarizes students with the field and profession of public administration. It embraces the context of contemporary, political, social, and economic realities and offers an opportunity to learn about the policies and processes of governmental and nonprofit organizations from a multidisciplinary perspective. Through this course, students will be able to develop a broad understanding of the public sector and learn how to become an ethical public administration professional.

This course touches on the following topics: organizational theory and management, human resource management, public decision making, the intersection of politics and public administration, inter-governmental relations, public performance, program evaluation, public budgeting, public sector leadership and ethics, and technology.

This course will facilitate interactive dialogues both between the instructor and students and among classmates, as well as serving as an informative session to equip students with theoretical knowledge and practical skills. For this purpose, this course will utilize varied tools and contents including the textbook, assigned readings, case studies, virtual museum tour guide practice, and hands-on experiential learning.

Learning Objectives
The main objective of this course is to offer students a theoretical framework and practical knowledge of public administration. Through this course, students will be able to:
1. Understand essential characteristics of government and explore how government interacts with citizens.
2. Learn organization theory that has contributed to the field of study in public administration from a historical perspective.
3. Discuss the major concepts in human resource management—the identification, recruitment, and retention of a competent workforce in public and nonprofit organizations.
4. Learn decision making theory and models.
5. Examine the intersection of politics and public administration and understand the relationship between politics and administration.
6. Understand inter-governmental relationships that exist among varied levels of government—national, state, and local.
7. Examine strategies for improving the performance of public organizations.
8. Understand the fundamentals, process, and techniques of program evaluation.
9. Understand the federal budget process and the different types of budgets.
10. Learn leadership theories and practices as well as ethics and values in the public sector.
11. Understand the role of technology advancement in public administration.
12. Forecast the future of public administration through the lens of the history of public administration and through the lens of economic, political, social, and global perspectives.

**COURSE REQUIREMENTS AND GRADING POLICY**

**Class attendance (10%)**
Please attend class on time. The lecturer will regularly check attendance at the beginning of class. Total attendance will constitute total 10% of final grading score. No excuses will be accepted regarding class absence unless a student notifies the instructor prior the start of the missed class and submits a formal document which evidences the exceptional circumstance for which they missed class. The document must be provided within two weeks from the day of absence. For each class a student misses, 1 point will be deducted from their final grade, starting with the second absence.

Excessive lateness (more than 15 minutes late): The first instance of lateness will be overlooked. However, even in the case of the first tardy, you are responsible for getting the necessary information from your classmates about the work and topics you missed. After your first late arrival, each incident of lateness will result in a reduction of the class participation portion of your grade.

**Class participation and discussion (10%)**
Learning is a group process. Effective learning can be achieved via collaborative efforts and interactions. Therefore, the students’ willingness to contribute to the class discussion is critical for creating a mutual and constructive learning environment. Respectful, prepared, and active participation is essential in creating and maintaining a classroom environment that facilitates positive learning and builds trust among classmates the instructor.
Ideal and recommended class participation is defined as follows:

1) Regular, on time attendance
2) Attentive non-verbal behaviour
3) Raising questions and offering comments.
4) Facilitating group discussion
5) Participating in constructive and respectful class dialogue with the instructor and other students
6) Listening to your fellow classmates (including no side conversations)
7) Building on and respectfully responding to other students’ comments
8) Drawing classmates into discussion (be willing to share the floor)
9) Active participation in practice exercises and other in-class learning activities
10) Class participation includes use of the course web page, and participation in threaded discussions through the e-learning bulletin board.
11) Facilitating or presenting case discussions and research findings
12) Paying attention to the lecture and discussion and avoiding using cell phones, laptops, or other devices

*Please know that just because you are physically present for the class does not mean that you are participating. Participation means to actively participate in a manner which demonstrates attentiveness, respect, and interest through verbal and nonverbal communication.

Midterm exam (25%)/Final exam (25%) = Total (50%)
Midterm exams will be provided on the eighth week of the course and will measure whether students fully understand the foundation, theoretical concepts, and practical methods in political economy and public administration. By asking students to apply their knowledge to actual cases as well as testing students’ knowledge itself, this exam will test how deeply they understand the actual meaning of their knowledge in the actual public sector setting.

Student group project: be a tour guide of the Virtual Museum of Public Service (25%)
You have most likely visited certain types of museums before coming to this class as part of your daily life. You might have taken guided tours of museums. If so, you may fully understand how critical the role of guides could be in helping visitors understand the contents that are themed in the museum.

This group project intends to provide opportunities for students to explore the public administration sector comprehensively—including its history, culture, theories, and practices—via the tour of a virtual museum of public service.

Students will be able to find the virtual museum via the following link.

http://www.vmgs.us/
http://www.vmgs.us/about

The Virtual Museum of Public Service sponsored by the Rutgers-Newark School of Public Affairs and Administration draws upon digital representations of great works of visual art, film, video and
significant documentary artifacts to depict the largely unrecognized achievements and sacrifices of individuals in the public service, thereby reflecting the contributions that public servants have made to their communities, nations, and the world. The museum has over 30 galleries for permanent and special exhibitions.

Each group will select a gallery or hall which highlights essential aspects of public service. The group members will present their findings to the class to help their classmates understand the topic introduced by the virtual museum for about 15 to 20 minutes. After the introduction to the gallery and narration of the exhibits, the presenting group will provide discussion topics relevant to the introduced public administration themes. The format and style of the discussion session is open to interpretation. The student group will have to provide guideline how the group will organize the discussion session with the class. For example, the group may divide the class into separate groups during the class for the participation of students. The student group may assign a role play or organize a panel session during the class. Discussion session itself will last for about 12 to 15 minutes. At the end of the discussion, the group will have to summarize the implications and lessons from the discussion session.

The student groups will be formulated during the first week of the semester. Each group will consist of two or three students (subject to change depending on the number of students in the course). Through communication and discussion with the instructor, each student group will select a gallery or hall to study during the second week of the semester.

**Elevator Speech (5%): Role of Government and Non-profit Organizations**

Each student will create an Elevator Speech presentation file (PowerPoint file 5 slides including title & conclusion page) on the role government and/or non-profit organizations in a selected public policy field. Each student will pick one public policy issue that has been addressed by government (either federal, local, or both) and/or non-profit organizations in either the United States or another country. Student will describe and analyse the role of government and non-profit organizations.

* Elevator Speech is a short summary used to briefly deliver your message to your audience (including your boss or supervisor). Imagine that you met your supervisor or boss and you were asked to report about your work in an elevator in the morning. The name "elevator speech" reflects the idea that your speech has to deliver your main message in the time span of an elevator ride, or approximately one or two minutes.

** Please submit your elevator speech presentation file by November 22 midnight (11:59 pm).

The short speech presentation file should include the following slides:

1) Slide 1: Title page (name, title of the presentation)
2) Slide 2: Identify a major social problem in a chosen public policy field (e.g. health care, education, human services, arts and culture, housing and community development, environment, international development, etc).
3) Slide 3: Identify the main public organizations (government agencies and/or non-profit organizations) that are addressing the selected social problem.
4) Slide 4: Describe and analyse the roles of government agencies and/or non-profit organizations in addressing social problem.

5) Slide 5: Conclusion & References

**Course Readings**

**Required textbook**

Chapters and sections from other books and electronic materials will be uploaded on Blackboard by the instructor.

**COURSE REQUIREMENTS AND GRADING POLICY**

**Grading Policy:**
A    90 – 100
B+   85 – 89
B    80 – 84
C+   75 - 79
C    70 – 74
D    60 – 69
F    Below 60

**Academic Integrity Policy:**

Students must observe the school’s academic integrity policy: (Please look into the following page for your information. [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/))

- 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.
Please know that plagiarism and cheating will never be excused under any circumstances. Violation of these policies leads to immediate failure of the course. Be advised that all assignments will be checked for plagiarism using the online software.

Course Schedule and Main Topics

[Week 1] January 24: Introduction- Public Administration: An Indispensable Part of Society
Lecture goals: An introduction to the study of public administration; definitions, essential characteristics of government, and how they interact with citizens will be explored.

Readings:

[Week 2] January 31: Organizational Theory and Management
Lecture goals: A review of the terms associated with organization theory and management will be presented. From a historical perspective organization theory is discussed citing the major researchers who have contributed to this field of study in Public Administration.

Readings:

Student group project: Virtual museum tour guide 1

[Week 3] February 7: Managing Human Resources
Lecture goals: The identification, recruitment, and retention of a competent workforce is presented in this class. Public Service Motivation and the strategies to build a motivated workforce are discussed.

Readings:

Student group project: Virtual museum tour guide 2

Lecture goals: Decision making theory and models will be presented as well as a discussion on dysfunctional decision making.
Readings:

Student group project: Virtual museum tour guide 3

[**Week 5**] February 21: Politics and Public Administration
Lecture goals: The realities of the bureaucratic process, discretion, and legislative power will be addressed as well as the role of the judicial system as the “ultimate” arbitrator.

Readings:

Student group project: Virtual museum tour guide 4

[**Week 6**] February 28: Intergovernmental Relations
Lecture goals: The value of shared services and other inter-governmental strategies will be discussed including best practices and the expanded model of intra-governmental cooperation.

Readings:

Review for Mid-Term exam

Student group project: Virtual museum tour guide 5

[**Week 7**] March 7: MIDTERM EXAMINATION

[**Spring Break**]

Elevator Speech Presentation File Submission--Role of Government and Non-profit Organizations

[**Week 8**] March 28: Public Performance
Lecture goals: In analyzing information we will focus on how to interpret results, identifying and understanding key indicators, and looking at reports and ratios in an effort to improve performance. We will also consider social factors and the impact of public-private partnerships.

Readings:

Student group project: Virtual museum tour guide 6

**[Week 9] April 4: Program Evaluation**
Lecture goals: Program evaluation and the general logic model will be introduced. The collection and use of information in the context of program evaluation will be discussed along with various program evaluation models.

Readings:

Student group project: Virtual museum tour guide 7

**[Week 10] April 11: Public Budgeting**
Lecture goals: The theory of budgeting and financial management in the public sector will be introduced. Budget process, type, and sources and uses will also be addressed.

Readings:

Student group project: Virtual museum tour guide 8

**[Week 11] April 18: Public Sector Leadership**
Lecture goals: We will discuss leadership theories and practices in the public sector.

Readings:

Student group project: Virtual museum tour guide 9

**[Week 12] April 25: Ethics and Public Administration**
Lecture goals: We will discuss ethics and values in the public sector.

Readings:
Lecture goals: The use of internal and external technology in advancing the delivery of public sector services and management will be considered in the context of performance improvement. Knowledge management, security, and organizational structure related to this topic will be reviewed.

Readings:

Final examination review session

Lecture goals: The public image of public servants will be considered; stereotypes and realities. The future of public administration will be viewed through the lens of the history of public administration and through the lens of economic, political, social, and global perspectives.

Readings:

** On May 9, we will first have one hour wrap-up lecture of this semester. After a break, we will have a final examination. Chapter 14 will not be included in the final examination.

May 9: FINAL EXAMINATION