Course Description

This is an undergraduate course on the study of public administration. Introduction to Public Administration explores the nexus of public administration and democracy, as well as provides an abbreviated intellectual heritage of the field. The primary focus for this class will be on the inevitable tension and value conflicts that exist between public agencies, managed by unelected civil servants, and the political environment in which they operate.

This course has two major themes. The first theme is the politics of the administrative process, and how the field of public administration now recognizes that politics and administration overlap during important steps of the policy process, such as policy formation and policy execution. The second theme, administrative responsibility, focuses on the process of holding specific individuals responsible within the bureaucracy for specific actions.

Required Text


Required Assignments

In addition to reading the textbook, selected articles and affiliated cases, each student is expected to participate in class discussions. Cases will be discussed throughout the semester and students will be notified on the dates to be prepared with case discussion.

Grading

Exams (60%): Two exams will be administered. Each exam will constitute 30 percent of the course grade.

Career Biography (15%): Each student will produce a career biography on a public or non-profit administrator.

Book Review (15%): Each student will create a book review on “The Case for Bureaucracy” written by Charles T. Goodsell.

Participation and Attendance (10%): Class attendance is required and expected. One or more absences will hurt your grade. This class will be in a seminar format. Students will be expected to share their knowledge and opinions of lectures, required readings and related materials. This is a course based primarily on class discussion so class attendance is required.

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 a grade increase, but may also create a grade decrease based on the new overall evaluation.

Grading Policy

Grading for this course shall be on a standard scale as follows: A = 90-100; B+ = 87-89; B = 80-86; C+ = 77-79; C = 70-76; F = below 70. If appropriate, grades will be determined through scaling. The class participation portion of the grade means that you can only earn a grade of ‘A’ if you attend and participate fully. A grade of “A” is reserved for students whose performance is “outstanding,” who have mastered the material and turned in exemplary work. They are able to articulate a concept, but also understand the relationships among different concepts, as well as practical implications of theories and ideas. The grade of “C” corresponds with “Satisfactory” performance. Points shall be awarded as follows:

Grade Spectrum
A 90-100
B+ 87-89
B 80-86
C+ 77-79
C 70-76
F <70

Attendance:

All students are expected to attend each class session and participate fully; this implies that all assigned readings should be completed in advance. Attendance and participation collectively constitute 10% of your course grade, and will be recorded weekly.

Late Work:

Barring significant intervening circumstances, such as medical emergencies or death in the family, I generally do not accept late assignments. Work is not an acceptable excuse for late assignments as it can be anticipated and should be accommodated in your work completion timetable. You are responsible for completing assignments by their deadlines. Should I agree to accept a late assignment not covered by a prevailing university policy, I will reduce your grade for the late assignment by no less than 10% per day. There are no “re-dos”, no extra credit, and no substitutionary credit. You may petition me to accept a late assignment in writing and with appropriate documentation.

Academic Integrity:

I only accept assignments that are your own original work. The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. I will utilize the resources of the university, such as turnitin.com, to their full extent to identify plagiarism in any of your written work. I will also follow university policy to ensure that plagiarism is punished to the maximum extent possible. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. http://academicintegrity.rutgers.edu/integrity.shtml

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.

Disputes about grades:

I strive to be a fair and conscientious grader, but I am fallible. If you believe you received a grade in error due to my fault or oversight, I will review the work to determine if a change is warranted. Any dispute must be made in writing via a signed memo within 7 calendar days of the graded assignment being returned to the student.
Email and Communication:

Periodically, communication about homework assignments or readings may be distributed using the email addresses noted in the Blackboard system so it is expected that students will check their accounts at least once a week.

Students with Disabilities

As stated in the Manual for Students and Coordinators of Services for Students with Disabilities (http://disabilityservices.rutgers.edu/docs/studentmanual.pdf), Rutgers University “is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990.” For students with disabilities, review the manual and then contact the Student Disability Coordinator. See http://disabilityservices-uw.rutgers.edu/

Classroom Citizenship

Students are to treat each other with respect at all times. Arriving at class without being adequately prepared to discuss the assigned readings is disrespectful and discourteous to your fellow students.

Laptop Policy in the Classroom

Classroom conduct is essential to learning. I will permit the use of laptop computers for note-taking purposes, but I reserve the right to retract this privilege at any time without notice. Laptops can be useful tools, but they also provide distractions to yourself and others that interfere with the learning environment. Laptops may not ever be used in class to: 1) surf the internet for any purpose other than searching for course-related materials, 2) Facebook or Tweet (or similar social media functions), 3) Instant Message or Email. Please be respectful to your student colleagues by adhering strictly to this policy. Also, as a general courtesy, loud typing or clicking can be extremely distracting and is prohibited.

Policy Regarding Cellular Phones, and Other Small Electronic Devices in the Classroom

No cell phone use in the classroom. If you violate, your grade will go down. Cellular telephones, pagers, and other similar electronic devices are restricted on aircraft because they may cause interference in planes’ in-flight control systems. Because such devices also provide distractions that interfere with the teaching and learning process, they are not permitted in this class. Unless you are a law enforcement or other emergency personnel officer, please turn all such devices to the OFF position prior to entering the classroom. You may use them during breaks and after class if you wish.
Eating in the Classroom

You can drink coffee or water, but you’re not allowed it any food during the class except coffee or water.

- Recording any portion of class discussion or lecture is forbidden without consent.

Student Learning Outcomes:

- 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.

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

Key Dates

Book Review: Feb 22

Midterm: Mar 2

Career Biography: Apr 20

Final Exam: May 9

Schedule

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<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1: Jan 20, 25</td>
<td>Public Administration: An Indispensable Part of Society</td>
<td>Chap 1</td>
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<tr>
<td>2: Jan 27, Feb 1</td>
<td>Organization Theory and Management</td>
<td>Chap 2</td>
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<td>3: Feb 3, 8</td>
<td>Managing Human Resources</td>
<td>Chap 3</td>
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<td>4: Feb 10, 15</td>
<td>Public Decision Making</td>
<td>Chap 4</td>
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<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
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<td>5: Feb 17, 22</td>
<td>Politics and Public Administration</td>
<td>Chap 5/6</td>
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<td>Intergovernmental Relations</td>
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<td><strong>Book Review Due</strong></td>
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<td>6: Feb 24, 29</td>
<td>Public Performance</td>
<td>Chap 7</td>
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<td>7: Mar 2</td>
<td>Midterm Exam</td>
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<td>8: Mar 7, 9</td>
<td>Program Evaluation</td>
<td>Chap 8</td>
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<td>9: Mar 14, 16</td>
<td>Public Budgeting</td>
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<td>10: Mar 21, 23</td>
<td>Spring Break</td>
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<td>11: Mar 28, 30</td>
<td>Public Sector Leadership</td>
<td>Chap 10</td>
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<td>12: Apr 4, 6</td>
<td>Ethics and Public Administration</td>
<td>Chap 11</td>
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<td>13: Apr 11, 13</td>
<td>Technology and Public Administration</td>
<td>Chap 12</td>
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<td>14: Apr 18, 20</td>
<td>Public Service and Popular Culture</td>
<td>Chap 13</td>
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<td><strong>Career Biography Due</strong></td>
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<td>15: Apr 25, 27</td>
<td>The Future of Public Administration</td>
<td>Chap 14</td>
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<td>16: May 2, 4</td>
<td>Wrap up lecture of this semester</td>
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<td>17: May 9</td>
<td>Final Exam</td>
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<td>18: May 11</td>
<td>Final lecture: feedback</td>
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