



COURSE SYLLABUS

PAD 3003 Section 01

Public Administration in Society

Spring 2020

Monday, Wednesday, & Friday 10:10-11:00 AM

RBA 0101

Contact Information:

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Office Hours: Mon & Wed 3:00-5:00 PM and by appointment

Course Materials:

Required Text: Holzer, Marc and Richard Schweser. *Public Administration: An Introduction*. 2nd ed Armonk: M.E. Sharpe, Inc., 2016. (BLUE BOOK WITH MOUNT RUSHMORE)

Other: Required readings and assignments will be posted on the class Canvas site (<https://canvas.fsu.edu>). Articles and multimedia will be posted under the **Module** pages.

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:

1. Identify and understand the core concepts of public administration
2. Critically evaluate the ethical dimensions of administrative decisions
3. 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 an effective, efficient, and responsible manner
4. Familiarize yourself with different management functions of government

5. 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: Attendance, punctuality, and participation are expected for all class sessions and have a significant impact on your final grade. Students are strongly encouraged to participate in class discussions with thoughtful comments. If an absence is essential, the student is responsible for notifying the instructor, as well as for ensuring the material covered during that session and the timely submission of any assignments that are due during their absence. The course instructor will not provide any extra instruction or materials to students who miss class unless it is prearranged or the absence is due to an unexpected, documented life event/illness. This portion will count as 5% of your final grade.

Quizzes: There will be six quizzes given throughout the semester. If you *attempt* all six quizzes, the lowest score will be dropped, leaving 5 quizzes worth 4% each towards your final grade. An unexcused absence on quiz day will count as your lowest quiz score. Quizzes will include all material covered up to the date of the current quiz. Quizzes will consist of multiple-choice, and/or true-false questions. Quiz dates can be found further in this syllabus. Quizzes count as total 20% of your final grade. No make-up quizzes will be given unless proper excusal papers are submitted (medical, from the university. etc.).

Midterm: The midterm exam will cover content from ALL lectures and assigned readings **through Week 6 of the semester.** No make-up exams will be given unless proper excusal papers are submitted (medical, from the university. etc.).

Short Essay: Students will be required to complete a short essay between five (5) and seven (7) pages. The essays should be **double-spaced in 12-point Times New Roman font** with standard **one-inch margins**. Your essay should include an introductory paragraph clearly articulating your argument, your actual argument with examples (3-4 paragraphs), and a concluding paragraph which summarizes the points made in the prior sections of the paper. All references should be cited according to 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 (<https://owl.english.purdue.edu/owl/>). Essay questions will be distributed in **Week 8 (Feb. 25, 2020)** and students will be required to submit their final answers Four (4) weeks later in **Week 11 (11:59pm on March 27, 2020)**. The essay will count as 20% of your final grade. A grading rubric will be provided.

Late Essays: The essays are due at the beginning of class on their prescribed due date. Late essays will be accepted for up to three calendar days after the original due date. A penalty of 5% will be applied for each day that the assignment is due within the three (3) 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

Group Presentation: Students will be placed into groups of up to Five and required to come up with a **new** program, project, or policy for the city of Tallahassee. Each of the group members will be responsible for one of the following:

- Introduction
- Who – external and internal clients
- What – inputs and outcomes
- When – feasible timeline
- Where – location or where in the city government it fits in and who will be in charge of oversight
- How – budget, including cost, where the money will come from
- Why – public value

It is highly recommended that you use PowerPoint or Prezi, but it is not required, and presentations should last 15 minutes. **Each group should submit the presentation topic with a brief description on week 7 (Feb. 21, 2020).** Each group will present in a public forum setting, and the class will ask pertinent questions. The group presentation will count for 15% of your final grade. You will be graded by your team members on **how well you participated and contributed (mean score)** and by **your classmates on your presentation and ability to answer questions (median score)**. Group projects will be presented the last two weeks of class. More information about the group presentations will be provided later in the semester.

Final Exam: The final exam will cover course material **after the midterm 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.

Grading: The distribution of grades magnitude is as follows:

- Attendance and participation: 5%
- Quizzes: 20%
- Midterm Exam: 20%
- Essay: 20%
- Group Presentation: 15%
- Final Exam: 20%

The final grades will be calculated using the following scale(I will not be rounding at the end of semester) : Letter Grade Percentage Grade

A 93-100%	C 73-76.99
A- 90-92.99%	C- 70-72.99%
B+ 87-89.99%	D+ 67-69.99%
B 83-86.99%	D 63-66.99%
B- 80-82.99%	D- 60-62.99%
C+ 77-79.99%	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://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy>

Student Conduct Code: Everyone in this class is expected to adhere to principles embodied in the FSU Student Conduct Code, available at: <https://dos.fsu.edu/srr/conduct-codes/student-conduct-code> 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 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>

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. The instructor reserves the right to add extra-credit opportunities (e.g., additional assignments or quizzes) and adjust the percentage composition of final grades accordingly.

Course Schedule:

Week	Topic	Important days
1	First Day Attendance	
2	Introduction to Public Administration, Public Service and Civil Servants' role in Society I	
3	Introduction to Public Administration, Public Service and Civil Servants' role in Society II	Martin Luther King, Jr. Day. (Jan. 20)
4	Organizational Theory and Contemporary Ethical Issues in the Workplace	
5	Human Resource Management in the Public Sector	
6	Public-Sector Leadership and Organizational Culture	Group discussion in Class (Feb. 14)
7	Public Decision Making	Group project idea Due on Feb. 21
8	Midterm Review and Exam	Midterm Exam (Feb. 24-28)
9	Politics and Public Administration	
10	Collaborative Governance and Network Management in Democracy	
Spring Break (March. 16-20)		
11	Performance in the Public Sector	Short Essay Due day (March 29)
12	Evaluating Public Programs	
13	Public Budgeting and Citizen Participation	
14	Group presentation	
15	Ethics and Management in Public Organizations	
16	Final Exam	April 30 (Thu.) 10:00 -12:00 noon!

Detailed Course Schedule (with Readings)

Week 1 (01/06-10) First Day Attendance

- *Monday (01/06):*
Introductions and course outline
- *Wednesday (01/08) & Friday (01/10):*
No class!!

Week 2 (01/13-17) Introduction to Public Administration, Public Service and Civil Servants' role in Society I

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) understand the role of nonprofit sectors.

- *Monday (01/13):*
Chapter 1 (Holzer and Schwester 2011)
Introduction in *Classics of Public Administration* (Shafritz and Hyde 2009) – posted on Canvas
- *Wednesday (01/15)*
Wilson (1887) “*The Study of Administration*” – posted on Canvas
Goodnow (1900) “*Politics and Administration*” – posted on Canvas
- *Friday (01/17):*
Fredrickson (1971) “*Toward a New Public Administration*” – posted on Canvas
Roberts (2018) “The aims of public administration: Reviving the classical view”, *Perspectives on Public Management and Governance*. – posted on Canvas

Week 3 (01/20-24) Introduction to Public Administration, Public Service and Civil Servants' role in Society III

Objective: After completing this class session students should: (1) understand the perspectives regarding the image of civil servants; (2) know how professional associations help redefine values of public service; (3) and learn how administration functions within a political system.

- *Monday (01/20)*
Martin Luther King, Jr. Day
- *Wednesday (01/22):*
Chapter 13 (Holzer and Schwester 2011)
- *Friday (01/24):*
Caillier (2018) “The priming effect of corruption and bureaucracy bashing on citizens' perception of an agency's performances”, *Public Performance & Management Review* – posted on Canvas

Week 4 (01/27-31) 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.

- **Quiz #1**
- *Monday (01/27), Wednesday (01/29):*
Chapter 2 (Holzer and Schwester 2011)
- *Friday (01/31):*
Egan (1998), “Uniforms in the Closet” – posted on Canvas

Week 5 (02/03-07) 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.

- **Quiz #2**
- *Monday (02/03)*
Chapter 3 (Holzer and Schwester 2011)
- *Wednesday (02/05)*
Perry and Wise (1990) “The Motivational Base of Public Service” – posted on Canvas
Ingram, Selden, and Moynihan (2000) “*People and performance: Challenges for the future public service—the report from the Wye River Conference*” – posted on Canvas
- *Friday (02/07):*
Chen, Chen, Liao & Kuo (2019) “Winnowing Out High-PSM Candidates: The Adverse Selection Effect of Competitive Public Service Exams” – posted on Canvas

Week 6 (02/10-14) Public-Sector Leadership and Organizational Culture

Objective: After taking this session, students should comprehend: (1) the management functions of leading people in public sectors; (2) understand prevailing leadership theories; (3) know leadership and power, as well as the importance of effective communication; (4) learn the context of organizational culture.

- *Monday (02/10) & Wednesday (02/12):*
Chapter 10 (Holzer and Schwester 2011)
- *Friday (02/14):*
- **In-class group project discussion**
- Bowditch, James L., Buono, Anthony F., and Stewart, Marcus M. (2008). *A Primer on Organizational Behavior*, 7th ed. New York: John Wiley and Sons. Chapter 7 &10 (p320-p336) – posted on Canvas

Week 7 (02/17-21) Public Decision Making (Essay questions will be distributed)

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.

- *Monday (02/17) & Wednesday (02/19):*
Chapter 4 (Holzer and Schwester 2011)
- *Friday (02/21)*
Irvin and Stansbury (2004) “*Citizen Participation in Decision Making: Is it Worth the Effort?*” – posted on Canvas
Yang and Pandey (2011) “*Further Dissecting the Black Box of Citizen Participation: When Does Citizen Involvement Lead to Good Outcomes?*” – posted on Canvas

Week 8 (02/24-28) MIDTERM (20%)

- **Group project ideas due (02/21)**
 - Should include title, and brief description of the project
 - Submit a word or PDF file with all group members named
- *Monday (02/24):*
Midterm Exam Review
- *Wednesday (02/26) & Friday (02/28)*
Midterm Exam in the Testing Center

Week 9 (03/02-06) Politics and Public Administration

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.

- **Quiz # 3**
- *Monday (10/21) & Wednesday (10/23):*
Chapter 5 (Holzer and Schwester 2011)
- *Friday (10/25)*
Lipsky, Michael (1980) *Street Level Bureaucracy: Dilemmas of the Individual in Public Services*. New York: Russell Sage Foundation. Chapter 2: “Street-Level Bureaucrats as Policy Makers,” pp. 13- 25 – posted on Canvas
Carpenter, D. & Krause, G. (2011) “*Reputation and public administration*” – posted on Canvas

Week 10 (03/09-13) 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.

- **Quiz #4**
- *Monday (03/09) & Wednesday (03/11):*
Chapter 6 (Holzer and Schwester 2011)
- *Friday (03/13):*
Ansell and Gash (2007) “*Collaborative governance in theory and practice*” – posted on Canvas
Scott & Thomas (2016) “Unpacking the Collaborative Toolbox: Why and When Do Public Managers Choose Collaborative Governance Strategies?” – posted on Canvas

Spring Break (03/16-20)

Week 11(03/23-27) 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.

- *Monday (03/23) & Wednesday (03/25):*
Chapter 7 (Holzer and Schwester 2011)
- *Friday (03/27):*
- Behn (2003). “*Why Measure Performance? Different Purposes Require Different Measures*”, *Public Administration Review*, 63(5): 586-606– posted on Canvas
- James & Van Ryzin (2017) “*Incredible Good Performance: An Experimental Study of Source and Level Effects on the Credibility of Government*”, *American Review of Public Administration*,47(1):23-35– posted on Canvas
- **Final Essay Due on March 27!!**

Week 12(03/30-04/03) 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)

- **Quiz #5**
- *Monday (03/30), Wednesday (04/01) & Friday (04/03):*
Chapter 8 (Holzer and Schwester 2011)

Week 13 (04/06-10) 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.

- **Quiz #6**
- *Monday (04/06) & Wednesday (04/08):*
- Chapter 9 (Holzer and Schwester 2011)

- *Friday (04/10):*
- Leiser & Mills (2019) “Local Government Fiscal Health: Comparing Self-Assessments to Conventional Measures.”, *Public Budgeting & Finance* – posted on Canvas
- Abdel-Monem et al. (2016) “Policymakers’ Perceptions of the Benefits of Citizen-Budgeting Activities”, *Public Performance & Management Review*, 39(4), 835-863 – posted on Canvas

Week 14 (04/13-17) Group Presentation

Objective:

- *Monday (04/13):*
Group Presentation I

- *Wednesday (04/15):*
Group Presentation II

- *Friday (04/17):*
Group Presentation III

Week 15 (04/20-24) 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;

- *Monday (04/20) & Wednesday (04/22):*
Chapter 11 (Holzer and Schwester 2011)

- *Friday (04/24)*
Frederickson (2010) “*Searching for Virtue in the Public Life: Revisiting the Vulgar Ethics Thesis*”- posted on Canvas
Bozeman, Molina Jr., & Kaufmann (2018) “Angling for Sharks, Not Pilot Fish: Deep Corruption, Venal Corruption, and Public Values Failure.”, *Perspectives on Public Management and Governance*, 1(1), 5-27. – posted on Canvas

Week 16 (04/30) FINAL EXAM (10:00-12:00 noon)