COURSE SYLLABUS

PAD 3003-02 Public Administration in American Society
(Semester)(Year)
(Meeting Times)
(Meeting Place)

Contact Information:
Instructor: XXXX
Office: XXXX
Office Hours: XXXX
Email: XXXX

Course Materials:

Other required readings and assignments will be posted on the class Canvas site.

Course Description and Objectives:
Public Administration is a process of service to others that is achieved through the development and implementation of policy in governments and nonprofit/nongovernmental organizations. It is a profession that is dedicated to perpetuating the underlying values of the Enlightenment that are the foundation of modern democracies, to promoting the continuing viability of democratic forms of government by making them both effective and accountable, and to enhancing the capacities of communities to effectively resolve their problems.

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. 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 officials from an ethical perspective.

After completing this course, you will be able to:

- Identify the core concepts of public administration
- State how public administration facilitates the perpetuation of a democratic republic
- Critically evaluate the ethical dimensions of policy and administrative decisions
- Define the roles of public servants in contemporary American society
- Compare the contexts and purposes of different management functions of government
- Identify how public administration has evolved from its historical roots to contemporary manifestations of ethically engaged and socially responsible citizenship
Liberal Studies objectives for Ethics and Social Responsibility
The Askew School is proud to participate in the Liberal Studies for the 21st Century Program at Florida State University. The school’s mission is “To Promote Scholarship, Democratic Governance, and Integrity.” We are in the ‘business’ of preparing students to competently serve fellow citizens locally, nationally, and globally. Aristotle believed that democracies were likely to fail because a majority of the citizens of his era were ignorant. Founders of the American republic, notably George Washington and Benjamin Franklin as well as Thomas Jefferson, knew of Aristotle’s belief. To prove Aristotle wrong, Washington and other founders emphasized the importance of educating all future citizens in such topics as history and philosophy in addition to science and mathematics. FSU’s liberal studies curriculum builds an educational foundation that will enable graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies offers a transformative experience; this course has been approved as meeting the Liberal Studies requirements and thus is designed to help you become an ethically engaged and socially responsible citizen.

In this course, students will examine views of morality and socially responsible behavior by developing and applying historically and culturally sensitive knowledge and skills to real-world ethical problems. In achieving this larger goal, students will demonstrate the ability to:

1. Identify, comprehend, and resolve ethical problems and their ramifications in a thorough and responsible manner; and evaluate ethical positions.
2. Recognize and evaluate the historical and/or cultural contexts that shape ethical perspectives.
3. Articulate views on the nature of social responsibility and its importance.

Course Requirements:
Attendance and Participation: Attendance, punctuality, and participation are expected for all class sessions and have a significant impact on your final grade. Attendance will be taken each class and if an absence is essential, the student is responsible for notifying the instructor, as well as for ensuring the timely submission of any assignments that are due during his/her absence. Attendance and participation count as 10% of your final grade.

Quizzes: There will be three quizzes given throughout the semester. The lowest score will be dropped and thus two quizzes will count toward your final grade. Quizzes will include materials covered after the last quiz. 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 20% 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/or short essay questions. The exam counts as 25% of your final grade.

**Group Presentation:** Students will be required to form groups of four or five members and make a class presentation (10-15 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. It is highly recommended that you use PowerPoint, but it is not required. The group presentation will count for 15% of your final grade. A grading rubric will be provided.

Below are three sections with questions for consideration, but your group may also create its own 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 during the semester. 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/or short essay questions. The final exam will also include selected content from group presentations so it is important to attend and pay close attention. The exam counts as 30% of your final grade.

Make-Up Essay (optional): Students will be required to complete a concise, well-articulated essay that incorporates one or multiple concepts covered in the course. Essays should be between 6 pages and 8 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). The essay could make up 20 points in maximum for the midterm exam result. The maximum points you can get in the midterm will be 250 points. So, if you submit the essay and get 20 points, you will get extra 20 points. However, this rule only applies as far as the total points (midterm result + optional essay points) do not exceed 250 points. For example, if you get 240 points in the midterm and 15 points in the essay, your final grade for midterm will be 250, not 255. Students should submit the optional essay before the final exam. Specific due dates will be announced during the semester. Late essays will receive 1 point reduction per day and zero credit after the final exam.

Grading: To summarize, the grading for the course breaks down as follows:
- Attendance: 10%
- Quizzes: 20%

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- Midterm Exam: 25%
- Group Presentation: 15%
- Final Exam: 30%
- Make-Up Essay: Extra points upon midterm result (up to 20 points)

A  93-100%
A-  90-92.99%
B+  87-89.99%
B   83-86.99%
B-   80-82.99%
C+  77-79.99%
C   73-76.99%
C-   70-72.99%
D+  67-69.99%
D   63-66.99%
D-   60-62.99%
F   59.99% or below

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 . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at 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. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. 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
Free Tutoring from FSU: On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

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 strictly 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 Readings:

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<tbody>
<tr>
<td>R</td>
<td>Required reading</td>
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<tr>
<td>O</td>
<td>Optional reading</td>
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Week 1 (8/28): Course Intro
- Welcome: Review of course syllabus and classroom introductions

Week 1 (8/30): No Class

Week 2 (9/4 & 9/6): Introduction to Public Administration and Public Ethics
Objective: After taking this session, students should be able to know (1) what public administration is, its purposes, and main foundations; (2) the ethical foundations of public administration; (3) the important role that government plays in a modern, democratic society; and (4) the pro and cons of an administrative system in society.
- Introduction in *Classics of Public Administration* (Shafritz and Hyde 2009)\(^R\)
- *Politics and Administration*, Introduction (Goodnow 1900)\(^R\)
- “George Washington and Enlightenment Ideas on Educating Future Citizens and Public Servants” (Cook and Klay 2014)\(^O\)

Week 3 (9/11 & 9/13): Different Ethical Perspectives on Public Administration

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Objective: After taking this session, students should be able to (1) understand the different ethical schools of thought and how they relate to public administration and policymaking; (2) identify ethical dilemmas facing public administrators; and (3) learn how to effectively deal with such dilemmas in productive ways.

- Chapter 11 (Holzer and Schwester 2011)
- “Big questions in administrative ethics: A need for focused, collaborative effort” (Cooper 2004)
- “Searching for Virtue in the Public Life: Revisiting the Vulgar Ethics Thesis” (Frederickson 2010a)
- “In the Face of Administrative Evil: Finding a Basis for Ethics in Public Service” in *Unmasking Administrative Evil* (Adams and Balfour 2004)

**Week 4 (9/18 & 9/20): Public Administration, Politics, and Public Values**

Objective: After completing this week, students should be able to know (1) the general differences between politics and administration, (2) how public policy affects society, (3) what public values are, how they are manifested in a democratic society, and how they relate to each other; (4) how public values relate to economic theories of self-interest; and (5) how to engender public value in society.

- Chapter 5 (Holzer and Schwester 2011)
- Chapter 1 in *Public Values and Public Interests: Counterbalancing Economic Individualism* (Bozeman 2007)
- Introduction and Chapter 1 in *Creating Public Value* (Moore 1995)

**Week 5 (9/25 & 9/27): 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.

- Chapter 2 (Holzer and Schwester 2011)
- 1st quiz

**Week 6 (10/2 & 10/4): 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.

- Chapter 3 (Holzer and Schwester 2011)
- “People and performance: Challenges for the future public service—the report from the Wye River Conference” (Ingram, Selden, and Moynihan 2000)
Week 7 (10/9 & 10/11): Public Decision Making
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.
   - Chapter 4 (Holzer and Schwester 2011)
   - “Hierarchy, virtue, and the practice of public administration: A perspective for normative ethics” (Cooper 1987)

Week 8 (10/16 & 10/18): 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.
   - Chapter 9 (Holzer and Schwester 2011)
   - “How financial managers deal with ethical stress” (Miller et al. 2005)
   - “Overcoming Administrative Barriers to Citizen Participation” (Timney 1998)
   - Review for midterm exam
   - 2nd quiz

Week 9 (10/23): Mid-term Review Session

Week 9 (10/25): Mid-term Exam

Week 10 (10/30 & 11/1): Performance and Evaluation in the Public Sector
Objective: After completing this session, students should be able to (1) effectively and ethically improve performance in the public sector, (2) understand how to ethically assess and evaluate performance in public organizations, and (3) learn how to cope with ethical problems associated with the evaluation of performance and reporting results.
   - Chapters 7 and 8 (Holzer and Schwester 2011)

Week 11 (11/6 & 11/8): 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

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benefits and costs of collaboration in public service delivery, and (3) understand how to assess governance networks in a democratic society.

- Chapter 6 (Holzer and Schwester 2011)
- “Democracy and governance networks: Compatible or not?” (Klijn and Skelcher 2007)
- Essay Assignment Due (electronically at 12:00 a.m.)

**Week 12 (11/13 & 11/15): Public Administration and Social Equity**
Objective: After finishing this session, students should be able to (1) know what social equity is and how it relates to public administration, (2) understand the main challenges public administrators face in attempting to help achieve greater equity in society, and (3) how to measure and assess the level of equity in society.

- Chapters 1 in *Social Equity and Public Administration: Origins, Developments, and Applications* (Frederickson 2010b)
- “Social equity: Its legacy, its promise” (Guy and McCandless 2012)

**Week 13 (11/20 & 11/22): Leadership in the Public Sector**
Objective: After completing this session, student should be able to (1) understand the importance of leadership in public organizations, (2) compare and contrast different theories of leadership, and (3) learn how to lead public organizations in ethical ways.

- Chapter 10 (Holzer and Schwester 2011)
- “Public-Sector leadership theory: An assessment” (Van Wart 2003)

**Week 14 (11/27 & 11/29): Public Administration Ethics and Technological Change**
Objective: After finishing this section, students should be able to (1) understand the important role that technology plays in public service delivery, (2) know the problems facing public administrators regarding the increased use of technology, (3) understand the ethical dilemmas and issues in public administration caused by technological change, and (4) how to use technology in ethical ways in the public sector.

- Chapter 12 (Holzer and Schwester 2011)
- “Information technology, GIS, and democratic values: Ethical implications for IT professionals in public service” (Haque 2003)
- 3rd quiz

**Week 15 (12/4 & 12/6): Group Presentations & Review for Final Exam**

**Week 16 (12/11): Final Exam**
Writing Skills Rubric – to be used for the written essay assignment

Intended Outcome: The student will write a well composed professional quality paper that clearly describes problems, summarizes and analyzes the implications of relevant literature, presents a solid and cogent analysis, and clearly presents well-considered recommendations.

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Rating = A</th>
<th>Rating = B</th>
<th>Rating = C</th>
<th>Rating = Fail</th>
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<tbody>
<tr>
<td><strong>Central Ideas/Problems</strong></td>
<td>Central ideas are very well developed and clearly explained; subtleties are well understood and delineated</td>
<td>Central ideas are adequately developed and explained; some subtleties are recognized but not fully appreciated or described</td>
<td>Central ideas stated in general, often simplistic, terms</td>
<td>Confused on central ideas and does not respond adequately to assignment</td>
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<tr>
<td><strong>Organization &amp; Logical Coherence</strong></td>
<td>Logical structure appropriate to topic. Sophisticated transitional sentences. Writer effectively guides the reader through the chain of reasoning or progression of ideas</td>
<td>Paragraphs are adequately presented in logical flow but reader may have to strive to fully understand logic</td>
<td>The organization of the paper is less than is acceptable for professional products; lapses or gaps in logic flow</td>
<td>Seriously lacking in use of logic to present ideas coherently</td>
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<tr>
<td><strong>Use of Literature</strong></td>
<td>Sophisticated and extensive review of relevant literature</td>
<td>Adequate review of literature using appropriate sources;</td>
<td>Literature review has gaps or inadequate sources that significantly weaken exposition and analysis</td>
<td>Literature review is seriously deficient; limited largely to inadequate sources</td>
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<tr>
<td>Methods &amp; Development of Evidence</td>
<td>Appropriate research methods very well applied; Develops evidence exceptionally well if an original investigation;</td>
<td>Appropriate research methods applied correctly to an adequate degree; evidence is logically and sufficiently developed</td>
<td>Shortcomings in research methods sufficient to weaken the findings and evidence</td>
<td>Serious methods shortcomings that reveal serious gaps in ability to develop findings from research</td>
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<tr>
<td>Writing Style</td>
<td>Precise use of words; Sentence style fits purpose. Sentences are varied, clearly structured and carefully focused, not long and rambling.</td>
<td>Generally uses words accurately and effectively, but may sometimes ramble; Sentences generally clear, structured, and focused. Adequate but not especially engaging.</td>
<td>Somewhat vague and too general. Sentence structures generally correct; but sentences may be wordy, unfocused, repetitive, or confusing.</td>
<td>Serious shortcomings; grammatical errors in sentence structure; Possible failure to compose acceptable paragraphs</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>Almost entirely free of spelling, punctuation, and grammatical errors.</td>
<td>Few errors and those do not impede understanding or acceptance of what is said</td>
<td>Repeated mechanical errors that impede reader’s acceptance of the writing</td>
<td>Errors sufficiently numerous as to cast doubt on writer’s ability to communicate at basic level</td>
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# Scoring Rubric for Group Presentation

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (4 pts)</th>
<th>Good (3 pts)</th>
<th>Fair (2 pts)</th>
<th>Poor (1 pts)</th>
</tr>
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<tbody>
<tr>
<td><strong>CENTRAL IDEAS / PROBLEMS</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>- central ideas are very well</td>
<td>developed</td>
<td>and clearly</td>
<td>explained</td>
<td></td>
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</table>
| **LANGUAGE SKILLS**              | 4                 | 3            | 2            | 1            | 0
| - spoken loud enough to hear     | easily            |              |              |              |
| - spoken, not read              |                   |              |              |              |
| - body language & eye contact    |                   |              |              |              |
| - enthusiastic / confidence      |                   |              |              |              |
| **ORGANIZATION**                | 4                 | 3            | 2            | 1            |
| - clear objectives               |                   |              |              |              |
| - logical structure             |                   |              |              |              |
| **MASTERY OF THE SUBJECT**       | 4                 | 3            | 2            | 1            |
| - pertinence                     |                   |              |              |              |
| - depth of commentary            |                   |              |              |              |
| - sophisticated and extensive    |                   |              |              |              |
|   review of relevant literature  |                   |              |              |              |
| - able to answer questions       |                   |              |              |              |
| **OVERALL IMPRESSION**           | 4                 | 3            | 2            | 1            |
| - very interesting / very boring |                   |              |              |              |
| - pleasant / unpleasant to listen to |               |              |              |              |
| - very good / poor communication |                   |              |              |              |

**TOTAL SCORE ____ / 20**