

COURSE SYLLABUS

PAD 3003-03 Public Administration in American Society

Spring

Mondays & Wednesday 2:00 – 3:15 P.M.

HCB 0314

Contact Information:

Instructor: Jonathan Lubin

Office: Bellamy 0665

Office Hours: Monday & Wednesday 3:30 -4:30, or by appointment

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Course Materials:

1. **Required:** Holzer, Marc and Richard Schwester. *Public Administration: An Introduction*. Armonk: M.E. Sharpe, Inc., 2011.

Other required readings and assignments will be posted on the class Blackboard site (<http://campus.fsu.edu>). Articles and multimedia will be posted under the “Course Library” tab, which contains folders for every week.

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. 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 the role of public administrators in contemporary American society
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

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. 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 their absence. This portion will count as 10% of your final grade.

Quizzes: There will be three quizzes given throughout the semester. If you attempt all three quizzes, the lowest score will be dropped, leaving two quizzes worth 5% 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 10% 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 fill in the blank and short answer. The exam counts as 20% of your final grade. The exam date can be found further in this syllabus.

Essay: Students will be required to complete a concise, well-articulated essay that incorporates a political speech (such as an inauguration or State of the Union in the federal case). Essays should be between 5-7 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 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/>). The essay will count as 20% of your final grade. A grading rubric will be provided. Late essays will receive a 5% reduction per day and zero credit after five days. Due date for the essay is detailed further in this syllabus.

Group Presentation: Students will be placed into groups of up to six 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 only last 8 minutes. Each group will present in a public forum setting, and the class will ask pertinent questions. The group presentation will count for 20% 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 week of class. More information about the group presentations will be provided later in the semester.

Final Exam: The final exam will cover all subject matter presented after the mid-term and up to the point of the final exam. Make-ups will not be permitted. The exam will consist of multiple-choice, matching, and an essay. The final exam will be an on-line exam on Blackboard. You will have one hour to complete it. It will count as 20% of your final grade, and the due date for the online exam submission is detailed further in this syllabus.

Extra Credit: Extra credit will be available on all quizzes. Additionally, you can earn a total of 5% extra credit to be applied to your final grade. This will require writing a three- to four-page essay on a topic of the instructor's choosing and relating that topic to public administration. Topics will rotate depending on the semester. All extra credit papers will be due before the last class meeting.

Grading: To summarize, the grading for the course breaks down as follows:

- Attendance and participation: 10%
- Quizzes: 10%
- Midterm Exam: 20%
- Essay: 20%
- Group Presentation: 20%
- Final Exam: 20%

Letter Grade Thresholds:

A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	59%

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. This should be done during the first week of class.

For more information about services available to FSU students with disabilities, contact:

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/>

Syllabus Change Policy: This syllabus is subject to change with advanced 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.

Classroom Behavior: It is required that students refrain from disruptive behavior while in the classroom. **Distracting** 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. As long as you come in with an open mind, full heart, you can't lose ("Friday Night Lights" is the movie reference you're looking for there).

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.

*This syllabus and other class materials are available in alternative format upon request.

Course Outline and Required Readings:

Readings are best completed before the week begins. Readings are flexible, and may be covered either day. This is a tentative schedule.

Week 1: Welcome

Objective: After our first class students will (1) gain an understanding of the expectations for this course; (2) recognize some ways that public administration has affected their lives in several ways; (3) be able to have a foundation to begin the course.

- Monday, January 09: Introductions and course outline
- Wednesday, January 11:
 - Introduction in *Classics of Public Administration* (Shafritz and Hyde 2009)
 - Chapter 5 (Holzer and Schwester 2011)
 - Stanford's 2005 Commencement Speech (Jobs 2005)

Week 2: Introduction to Public Administration and Public Ethics

Objective: After this week, 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.

- Monday, January 16 (**Martin Luther King Jr. Day, Please Read the subjects below**):
 - George Washington and Enlightenment Ideas on Educating Future Citizens and Public Servants (Cook and Klay 2014)
 - *Politics and Administration*, Introduction (Goodnow 1900)
- Wednesday, January 18:
 - Big questions in administrative ethics: A need for focused, collaborative effort (Cooper 2004)
 - Case study: "The Blast in Centralia No. 5: A Mine Disaster No One Stopped" (Martin 1948)

Week 3: Different Ethical Perspectives on Public Administration

Objective: After this week, 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.

- Monday, January 23:
 - Chapter 11 (Holzer and Schwester 2011)
 - Searching for Virtue in the Public Life: Revisiting the Vulgar Ethics Thesis (Frederickson 2010)
- Wednesday, January 25:
 - In the Face of Administrative Evil: Finding a Basis for Ethics in Public Service in *Unmasking Administrative Evil* (Adams and Balfour 2004)
 - Public, Private, or Both? Publicness Theory and the Analysis of Healthcare Organizations (Anderson 2012)
 - Public Health and Ethical Considerations in Planning for Quarantine (Cetron and Landwirth 2005)

Week 4: Public Administration and Public Values

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

- **Quiz #1 (due Friday before midnight)**
- Monday, January 30:
 - Chapter 1 in *Public Values and Public Interests: Counterbalancing Economic Individualism* (Bozeman 2007)
 - Introduction and Chapter 1 in *Creating Public Value* (Moore 1995)
- Wednesday, February 1:
 - President John F. Kennedy Inaugural Address, January 20, 1961
 - Graffiti is a Public Good (Olivero 2014)

Week 5: Organizational Theory and Contemporary Ethical Issues in the Workplace

Objective: After this week, 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.

- Monday, February 6:
 - Chapter 2 (Holzer and Schwester 2011)
- Wednesday, February 8:
 - Case study: “Uniforms in the Closet” (Egan 1998)
 - **Group project ideas due**
 - Should include title, and one sentence description.
 - Hand in on a sheet of paper, typed, with all group members named

Week 6: Human Resource Management in the Public Sector (June 13)

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.

- Monday, February 13:
 - Chapter 3 (Holzer and Schwester 2011)
- Wednesday, February 15:
 - “People and performance: Challenges for the future public service—the report from the Wye River Conference” (Ingram, Selden, and Moynihan 2000)

Week 7: Public Decision Making

Objective: After completing this week, 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.

- **Quiz #2 (due Friday before midnight)**
- Monday, February 20:
 - Chapter 4 (Holzer and Schwester 2011)
- Wednesday, February 22:
 - “Hierarchy, Virtue, and the Practice of Public Administration: A perspective for Normative Ethics” (Cooper 1987)
 - “Building Consensus for a Sustainable Future: Putting Principles into Practice” (Cormick et al. 1996)

Week 8: Midterm Exam Week

- Monday, February 27: **Midterm Review**
- Wednesday, March 1: **Midterm Exam**

Week 9: Public Budgeting and Citizen Participation

Objective: After finishing this week, 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.

- Monday, March 6:
 - Chapter 9 (Holzer and Schwester 2011)
 - “How financial managers deal with ethical stress” (Miller et al. 2005)
- Wednesday, March 8:
 - “Overcoming administrative barriers to citizen participation” (Timney 1998)

Spring Break

Week 10: Performance and Evaluation in the Public Sector

Objective: After completing this week, 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.

- Monday, March 20:
 - Chapters 7 and 8 (Holzer and Schwester 2011)
- Wednesday, March 22:
 - Pay for Performance in the Public Sector—Benefits and (Hidden) Costs (Weibel, et al 2009)

Week 11: Collaborative Governance and Network Management in Democracy

Objective: After completing this week, 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.

- Monday, March 27:
 - Chapter 6 (Holzer and Schwester 2011)
- Wednesday, March 29:
 - Collaborative governance in theory and practice (Ansell and Gash 2007)
 - Does leadership in networks matter? Examining the effect of leadership behaviors on managers’ perceptions of network effectiveness (McGuire and Silvia 2009)
 - Networking in-class activity

Week 12: Public Administration and Social Equity

Objective: After finishing this week, 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.

- Monday, April 3: **Essay Due**
 - The State of Social Equity in American Public Administration (Frederickson 2005)
- Wednesday, April 5:
 - Social equity: Its legacy, its promise (Guy and McCandless 2012)

Week 13: Leadership in the Public Sector

Objective: After completing this week, students should be able to (1) understand the importance of leadership in public organizations, (2) compare and contrast different theories of leadership, (3) learn how to lead public organizations in ethical ways, (4) understand the important role that technology plays in public service delivery, (5) know the problems facing public administrators regarding the increased use of technology, (6) understand the ethical dilemmas and issues in public administration caused by technological change, and (7) how to use technology in ethical ways in the public sector.

- **Quiz #3 (due by Friday before midnight)**
- Monday, April 10:
 - Chapter 10 (Holzer and Schwester 2011)
- Wednesday, April 12
 - “Public-sector leadership theory: An assessment” (Van Wart 2003)

Week 14: Dealing with Ethics and Technology Change

- Monday, April 17:
 - Chapter 12 (Holzer and Schwester 2011)
- Wednesday, April 19:
 - “Surveillance, Snowden, and big data: capacities, consequences, critique” (Lyon 2014)

Week 15: Group Presentation Week

- Monday, April 24:
 - Odd group numbers
- Wednesday, April 26:
 - Even group numbers

Week 16: Final Exam: Online Exam Is Due Wednesday, May 3rd at 5:00 p.m.