**PAPP 5350 500: Introduction to Public Administration**

**Fall 2016**

**Instructor:** Dr. Colleen Casey

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**Office Hours:** Wednesday: 3:00 p.m. – 5:00 p.m., or by appointment

**Section Information:** PAPP 5350 500

**Time and Place of Class Meetings:** Online (August 15, 2016 – October 9, 2016)

**Description of Course Content:**

This graduate level course introduces students to the field of public administration research, inquiry, and practice by providing in-depth coverage of important topics that helped shape the nature of public administration. Concepts such as the debates and discussions of public managers’ responsibilities and preservation of public values will equip students with an understanding of the cultural, constitutional, institutional, organizational, and ethical context of public administration through experiential learning.

**Course Objectives:**

1. To provide a foundation of understanding of public administration in the context of managerial, political and legal arenas
2. To broadly survey the literature on and contributors to the theoretical and intellectual history of public administration
3. To reveal the wide range of policy issues confronting public administration, today, and the options available to address these issues.

To effectively accomplish this, class time is divided between lectures, threaded discussions, and independent research activities for better application of concepts. Preparation for class becomes important in a discussion setting; students are required to complete the readings for understanding the lectures, and are required to participate in discussions after each lecture. For active learning, the instructor has adopted several learning tools that are meant to enhance the online learning experience.

**NASPAA Competencies:**

Four of the five universal competencies required by NASPAA for students graduating from all accredited MPA programs are addressed in this course.

1. The ability to lead and manage in public governance
	1. Manage projects
	2. Identify and manage the political, social, and institutional factors that affect public organizational performance
	3. Lead and manage in the politically charged context of public policy making and implementation
2. The ability to participate in and contribute to the policy process
	1. Identify and explain the institutional, structural, and political contexts of policy making;
	2. Identify and explain the policymaking process, including problem definition, agenda setting, policy formulation, implementation, and evaluation;
	3. Understand and apply the legal context of public affairs, administration, and policy
3. The ability to analyze, synthesize, think critically, solve problems and make decisions
	1. Think critically as demonstrated by the use of well-reasoned argument that contributes to resolving complex problems
4. The ability to communicate and interact productively with a diverse and changing workforce and citizenry
	1. Demonstrate written communications proficiency: Writes concise reports based on sound research and analysis to help public decision making;
	2. Demonstrate oral communications proficiency: Presents information accurately, clearly, concisely, and persuasively to help public decision making;
	3. Demonstrate ability to communicate effectively in discussions with other peers
5. The ability to articulate and apply a public service perspective
	1. Demonstrate command of key elements of personal and professional ethics
	2. Be ethically responsible when conducting research
	3. Understand and apply concepts of social equity to public affairs, administration, and policy
	4. Lead by understanding and accepting differences and by building consensus around public service values
	5. Advance public values by serving the community and the profession

**Student Learning Outcomes:**

Through course lectures, active seminar discussion, organizational analysis, written resources and prepared material, students should, by the end of this course, be able to:

1. Understand the various theories, concepts, and components pertaining to public administration.

2. Demonstrate and exhibit understanding of the core issues of public administration.

3. Identify and appreciate the unique governance and leadership issues.

4. Understand the criticality of ethics and accountability responsibilities in public administration.

5. Use critical thinking to evaluate real-life cases and scholarly literature.

6. Demonstrate effective writing skills in various formats.

**Required Textbooks and Other Course Materials:**

* Introducing Public Administration by Shafritz, Russell, and Borick. (8th edition) ISBN: 020585589X (Referred to as SRB)
* Public Administration: Concepts and Cases by Richard Stillman (9th edition) ISBN: 9780618993017 (Referred to as Stillman)

**Descriptions of major assignments and examinations:**

**Threaded Discussion Participation (Individual Activity):** (25 points total) A major goal of this course is the understanding and appreciation of basic public administration concepts by students, and connecting them to real-life situations. To that end, lectures will introduce and explain concepts and theories and students are required to apply those in threaded discussions after each lecture is completed. Threaded discussion participation will be graded on content, relevance, and quality of argumentation. Please remember that simply posting a question (e.g., How does it relate to PA?), or agreeing/ disagreeing with someone without any substantive reasoning (e.g., I agree with the previous post), or arguing without any basis and/ or logic (only relying on personal examples or opinions without connecting to course concepts), will certainly not be considered “participation.” There are 6 threaded discussions posts, of which, your 5 best contributions/ discussions will be graded.

**Exploring Local Government Social Media Processes (Individual Research Assignment) (45 points total):**

3 Parts: Issue identification (5 points); Submission of a weekly tracking log of social media usage (20 points); and Final Blog (20 points)

You will be assigned a municipality to follow for 4 weeks in this course, Weeks 2-6. This assignment requires you to answer several questions about the municipality’s use of social media and it requires you to select 1 issue to follow on social media for the municipality for Weeks 3-6.

Part 1: Issue Identification. Identify one issue you would like to follow for your assigned municipality. This can be any issue you wish to follow, and you should read the municipality’s web site, the local newspaper, or another source to identify the issue. It should be an issue currently on the administrative agenda. The issue is due by the end of Week 2.

Part 2: A weekly log of the social media used by the municipality as it relates to this issue: You are required to keep a weekly log of social media usage of the municipality for Weeks 3-6 around this issue. The log should include an initial documentation of all the social media tools used by the municipality to convey or collect information about the issue, and you should sign up to receive their alerts, follow them on facebook, twitter, and other social media outlets. You should keep track of what types of social media the municipality uses each week to discuss, collect information or disseminate information about the issue. Your log is due at the end of Week 6.

Part 3: FINAL BLOG: Using the data you collected from your social media inventory, you will be required to draw upon course resources to analyze the municipality’s use of social media usage and its effectiveness as it relates to the issue. You will prepare a blog (600 words maximum) to convey your assessment of it. The blog should accomplish the following (order is up to you):

* Provide a very brief description of the local government (population, location, size);
* An overview of the issue you followed (importance to citizens, debates surrounding the issue, etc.);
* Describe the social media tools used by the local government, messages conveyed and purposes;
* Identify criteria you apply to measure “success” in social media usage;

Finally, you are also asked to present an argument as to (a) why YOU feel the social media tools used by the municipality are effective at informing, educating and gaining input from the public about this issue and (b) identify TWO recommendations for improving the use of social media in this city.

In total, your blog should be informed by the following data sources:

1. The data you obtained from your weekly monitoring;
2. Two additional document or web-based sources produced by the municipality;
3. Two relevant course readings;
4. Two outside articles or publications (can be from ICMA, ASPA, peer-reviewed journals government documents on public participation processes, etc.).

The grading will be based on how well formed the written analysis, accuracy and completeness of information, the strength of the analysis of the social media tool usage and the feasibility of recommendations. Your analysis should consider what is considered valuable and authentic in public participation processes, and how the usage of social media around this issue relates to this. You are also required to include a reference list and use in-text citations, APA style, 6th edition (http://www.apastyle.org). If you do not know how to cite appropriately, please visit the UTA writing center website for resources or set up an online appointment with them. Failure to produce a reference list and to appropriately use in text citations will result in an automatic 5 points being deducted from the assignment. The details of this assignment are provided in Module 1 and again in Module 7.

**Final Exam (30 points):** You will have one comprehensive online exam due on the last week of class. It will cover topics discussed in class, and will be a combination of multiple-choice and short essay questions. It is open-note.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, attendance is required for virtual meetings and for participation in discussion forums.

**Instructor Response Expectation:** For any course related queries, please use the discussion board so that other students can also benefit from the question. I will check the discussion forum every 48 hours. For personal (grade related) questions, email me I will try my best to respond within 2 days. In addition, you can also chat with me via the online chat option in Blackboard.

**Class Notes:** Class Notes will be uploaded online on Blackboard a week before the scheduled date. Students are required to read the notes and participate in the subsequent discussion within the assigned period.

**Assignments:** All assignments will be due by 11:59 PM CST of the last day of the week. For example, the Week 1 Threaded Discussion should be submitted by 11:59 pm CST on August 23, 2015. For assignments to be completed on Blackboard, the system will automatically close at the assigned time.

**Class Participation Expectations:** Your primary means of participation is through the weekly discussion posts.

**Other Requirements:** Students should expect to attend each session, participate in discussions after reading each week’s notes, and spend at least an additional 9 hours per week in course-related activities, including reading required materials, completing assignments, participating in discussion forums, small group work, etc.

**Class Decorum:** Civility and Politeness appreciated in discussion forums.

**Grading**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignments** | **Number** | **Total Points** | **Due On** |
| Threaded Discussion Participation (5 points each) | 6 -- 5 x 5 (highest graded)  | 25 | Weeks 1- 6 |
| Exploring Local Government Social Media Processes: Independent Research Activity 1. Issue of Focus –Due 2.Weekly Summary Log 3.Final Blog  | 1 x 51 x 20 1 x 20 | 52020 | Week 3 Weeks 3-6, due Week 6Week 7  |
| Final Exam | 1 x 30 | 30 | Week 8 |
| **Total** |  | **100** |  |

Grades Breakdown\*

A = 100–90% B = 89–80% C = 79–70% D = 69–60% F = 59% below

IMPORTANT NOTE: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor and coach) if their performance drops below satisfactory levels. \*For borderline grades the instructor will evaluate the students overall performance across all three areas: discussion participation, individual research assignment and the final exam to determine the final letter grade. If the student has a higher grade in 2 of the 3 categories, the grade may be rounded up.

**Make-up exams:** None

**Late submissions:** 1 point deducted for each day overdue. THERE ARE NO EXCEPTIONS TO THIS POLICY UNLESS YOU HAVE A MEDICAL EXCUSE (documentation required).

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. For more information, see <http://grad.pci.uta.edu/about/catalog/current/general/regulations/#gradegrievances>

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C%3A%5CUsers%5Cklahr%5CDownloads%5Cjmhood%40uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact:** Mitch Stepanovich. Phone: 817-272-2945; Email: stepanovich@uta.edu

**Course Schedule: Class Agendas; Readings; Assignments**

“*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Colleen Casey.”*

**Week 1 Aug 15 - Aug 21 Module 1: Public Administration & Governance**

* Course Overview and Objectives

Readings: SRB Chapters 1 & 2

 Stillman Chapters 2, 4, 7, 8

 Frederickson, G. (2000). Can Bureaucracy Be Beautiful? *Public*

 *Administration Review*, 2000, Vol. 60 Issue 1, p47-53

 Moe, T. (2002). *Political control and the power of the agent*.

 Conference Presentation – “Controlling the bureaucracy,” Texas

 A&M University.

Assignment:

* Threaded Discussion
* Course pretest (not graded, due by August 21 & will be available on the course toolbar on August 15 through August 21, 2016)

**Week 2 Aug 22 - Aug 28 Module 2: Evolution of Management Techniques in PA**

Readings: SRB Chapter 6

 Stillman Chapters 1 & 3

Waldo, Dwight. 1952. Development of theory of democratic administration, *American Political Science Review*, 46(1), 81-103

Simon, Herbert A. 1952. Comment on the article ‘development

of theory of democratic administration’ by D. Waldo, *American*

*Political Science Review*, Vol. 46 pp. 494-6.

Rosenbloom, D. 1983. Public Administration Theory and the Separation of Powers. *Public Administration Review*, 43(3), 219-227.

 Deleon, L and Denhardt, R.B. 2000. The Political Theory of

Reinvention. *Public Administration Review* Vol.60 (2): 89-97

 Kettl, Donald F. 1998. *Reinventing Government: A Fifth-Year*

 *Report Card.* Washington D.C.: The Brookings Institution.

 Executive Summary and Chapter 1

O’Toole Jr., Laurence J. 1997. The Implications for Bureaucracy in a

Networked Bureaucratic World. *Journal of Public Administration,*

*Research and Theory* Vol.7 (3): 443-459

Assignments:

* Threaded Discussion on the week’s lectures
* Due: Submit issue to follow for your municipality
* Begin Social Media tracking on the issue

**Week 3 Aug 29 – Sept 4 Module 3: Government Machinery**

 Readings: SRB Chapters 3, 4

 Stillman Chapter 5

Warner, M. (2010). The future of local government: Twenty-first Century Challenges. *Public Administration Review*, S145-S147.

King, C., Feltey, K., and Susel, B. (1998). The question of participation: Toward Authentic Participation in Public Administration. *Public Administration Review*, 58(4): 317-326.

Assignments:

* + Threaded Discussion on the week’s lectures
	+ Social Media Weekly Log Entry

**Week 4 Sept 5 – Sept 11 Module 4: Organizational Behavior & Collaboration**

Readings: SRB Chapter 7

 Stillman Chapter 6, 10, 11

Rowe, G. & Frewer, L. (2005). A typology of public engagement mechanisms.  *Science, Technology and Human Values*, 30(2): 251-290.

Bryson, J., Quick, K., Slotterback, C., & Crosby, B. (2013). Designing public participation processes. *Public Administration Review*, 73(1): 23-34.

Watch the youtube video: https://www.youtube.com/watch?v=dtGVcE5pvuQ

 Assignments:

* + Threaded Discussion on the week’s lectures
	+ Social Media Weekly Log Entry

**Week 5 Sept 12 – Sept 18 Module 5: Strategic Management in the Public and**

 **Nonprofit Sector**

Readings: SRB Chap 8, 9

 Stillman Chap 13

Rowe, G. & Frewer, L. (2004). Evaluating public-participation processes: A research agenda. *Science, Technology, and Human Values* 29 (4), 512-557.

Additional Supplemental References: U.S. Public Participation Playbook: <http://participation.usa.gov>

MRSC: Reaching out to Diverse Groups: http://mrsc.org/Home/Stay-Informed/MRSC-Insight/February-2014/Can-You-Hear-Me-Now-Reaching-Out-to-Engage-Increas.aspx

 Assignments:

* + Threaded Discussion on the week’s lectures
	+ Social Media Weekly Log Entry

**Week 6 Sept 19 – Sept 25 Module 6: Ethics in Public Service & the Challenge of**

 **Accountability**

 Readings: SRB Chapter 5

 Stillman Chapter 16

Thompson, Dennis F. 1985. The Possibility of Administrative Ethics.

*Public Administration Review*. (45): 555-561.

 Jos, Philip, Mark Tompkins, and Steven Hays. 1989. In Praise of Difficult People: A Portrait of the Committed Whistleblower.

 *Public Administration Review* (49) 552-561.

 Assignments:

* Threaded Discussion on the week’s lectures
* Social Media Weekly Log Due

**Week 7 Sept 26 – Oct 2 Module 7: Politics-Administration Implications**

Readings: Stillman Chapters 14, 15

Rosenbloom, D. (2008). The Politics-Administration Dichotomy in U.S. Historical Contexts. *Public Administration Review*.

 Assignments:

* **DUE: Exploring Local Government Social Media Usage Blog Due**

**Week 8 Oct 3 – Oct 7 Final Exam**