



PAPP 5350 500
Introduction to Public Administration
Spring 2017 Syllabus
Department of Public Affairs,
College of Architecture, Planning, and Public Affairs,
University of Texas at Arlington

Instructor Information:

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Class Duration: March 20, 2017 – May 14, 2017

COURSE DESCRIPTION:

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 and collaborative 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, case studies, and other virtual 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 and collaborative learning, the instructor has adopted several learning tools that are meant to enhance the online learning experience.

LEARNING OUTCOMES:

Through course lectures, active discussions, 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.

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
 - a. Manage projects
 - e. Identify and manage the political, social, and institutional factors that affect public organizational performance
 - i. 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
 - a. Identify and explain the institutional, structural, and political contexts of policy making;
 - b. Identify and explain the policymaking process, including problem definition, agenda setting, policy formulation, implementation, and evaluation;
 - d. 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
 - j. 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
 - a. Demonstrate written communications proficiency: Writes concise reports based on sound research and analysis to help public decision making;
 - b. Demonstrate oral communications proficiency: Presents information accurately, clearly, concisely, and persuasively to help public decision making;
 - c. Demonstrate ability to negotiate, manage conflict, and work productively as a team member
5. The ability to articulate and apply a public service perspective
 - a. Demonstrate command of key elements of personal and professional ethics
 - b. Be ethically responsible when conducting research
 - d. Understand and apply concepts of social equity to public affairs, administration, and policy
 - e. Lead by understanding and accepting differences and by building consensus around public service values
 - f. Advance public values by serving the community and the profession

Required Textbooks:

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

COURSE GRADING

Assignments	Number of deliverables	Points	Total Points	Due On
Threaded Discussion Participation	5	6 each	30	Specific weeks
Case Studies (Online Small Group Discussions)	2	10 each	20	Week 3 Week 6
Peer Evaluation	1	5	05	Week 7
PA in the News Blog	1	15	15	Week 5
Final Exam	1	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) if their performance drops below satisfactory levels. Graduate students are responsible for their work, and are expected to take ownership of their work.

Descriptions of Major Assignments:

PA in the News Blog (Individual Assignment): Students will identify a current topic in the news related to public administration (PA). Students will then research the topic, and discuss it in a blog (400 to 450 words maximum) on the topic. It is essentially a short reaction paper to a news articles in the popular media. This news item must be related to the topic discussed the particular week when the assignment is due. Each student should then prepare or pose a relevant question from his/ her discussion to the class, and the others need to comment on that question in an informed manner. Please respond to questions posed by students – respond to at least 2 students' posts and respond to comments made on your own post.

The news item blog should include a very brief description of the issue, its direct connection to public administration readings, and an analysis of the issue and reaction to it by focusing on broader implications. Please do not use direct quotes in this short assignment – objective is to assess your understanding and interpretation of the news item and your reaction based on your knowledge of public administration. The grading will be based on how well formed the written analysis, reactions, and arguments are, and how effectively the student leads class discussions on that piece of news through their questions.

Threaded Discussion Participation (Individual Assignment): A major goal of this course is to understand and comprehend public administration concepts, and connect 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. These threaded discussion participation will be graded on their content, relevance, and quality of their arguments. 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, will certainly not be considered “participation.”

Please incorporate examples (could be from personal or professional experiences) to substantiate your points or arguments. Please do not use direct quotes in this short assignment – objective is to assess your understanding and interpretation. You are expected to comment on at least 1 other student's post in a substantive manner; and that student is then expected to respond to your comments. In case you do not receive any comments, then you might comment substantively on 2 other students' posts to make up for those points.

Case Study Discussions (Group Activity): Students in groups will analyze 2 cases by stating the problem, outlining and analyzing the alternatives, and discussing solutions by incorporating lecture notes and text materials. The cases are from the Stillman book and students can use the review questions listed in the end as a guide for writing the paper. Further, each case assignment should have an introduction stating the problem, an analysis section examining the alternatives and solutions, and a recommendation section. Cases will be graded on their content and arguments as well as on organization of the materials. Please do not quote directly from the case in your report – the objective is to assess your understanding of the case and how you critically analyze and provide solutions. 600 words max, double-spaced, Times New Roman 12 point font in APA style. The cover page and References are not part of the word limit.

Further, discussions on these cases will be held in discussion boards within each group, where students will examine the salient issues of the cases, connect them to readings, and will come up with collective recommendations at the end of the session. Each discussion & recommendation is worth 10 points. You can also use the wiki feature within Groups to work on your drafts – this tool allows each group to work collaboratively online. Students will post the final case report, after proper editing, in the assigned space on Blackboard. The report should have a cover page that includes the title of the case, the name of the group members, and the group number. Furthermore, if group members cannot or do not participate in the discussions or in writing the report, then they can excuse themselves from that particular case study discussion, and will not receive a grade. Other participating members can also choose 'to not give credit' to a non-participating member by not including their names in the final report. Either way, the group members must decide amongst themselves. Please also provide evidence regarding reaching out to non-participating students anything that is relevant. The instructor will give the points earned to all the students named in the report.

Peer Evaluation: In order to evaluate your group member's contributions in the Case analysis assignment, each student will reward their peers (group members only) for their work towards the group projects/ activities. Students are expected to complete the peer evaluation/feedback, and the instructor will assign the average of the points earned in this feedback. Students who do not complete the evaluation for their peers will not receive their own evaluation points (given by their peers).

Final Exam: 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. Must be completed online.

Other Requirements:

Students are expected to find literature/ peer-reviewed journal articles and reports using UTA's e-library contents.

Library Home Page: <http://www.uta.edu/library>

Connecting from Off- Campus: <http://libguides.uta.edu/offcampus>

Resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>.

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

Technical Requirements: In order to succeed in this course, there are some technical skills you must have that include:

1. Using the learning management system, Blackboard Learn. For help, visit UTA's student section of Blackboard Resources: <http://www.uta.edu/blackboard/students/index.php> or contact Blackboard Help directly by phone, chat, or submit a ticket: <http://bbsupport.uta.edu/ics/support/default.asp?deptID=8568>
 2. Using email and other forms of electronic communication
 3. Creating and responding to discussion threads. For help with Blackboard discussion boards, watch the video: <https://www.youtube.com/watch?v=UxjOU5sXmns&feature=youtu.be>
 4. Creating files in commonly used word processing program formats such as MSWord.
 5. Creating and editing wikis: <https://www.youtube.com/watch?v=vvy7LgC4MXA> For group work: <https://www.youtube.com/watch?v=REU3RNTMYuw>
 6. Submitting an assignment. For help with Blackboard assignments, watch the video: <https://www.youtube.com/watch?v=7ZuZW9-KAjY&index=2&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>
 7. Creating and commenting on blogs. For help with Blackboard blogs, watch the video: <https://www.youtube.com/watch?v=OBTsn60Qm-I&index=9&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>
 8. Blackboard Collaborate: Before participating in a Blackboard Collaborate session, complete a system check to verify your computer meets the system requirements: <http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1473>
- Additionally, you can watch this brief tutorial on using Collaborate: <http://www.brainshark.com/blackboardinc/vu?pi=zGLzYw5XBz35Sgz0>

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 virtual course, I allow students prepare for class at their own discretion while meeting course expectations. Participation in weekly discussions is encouraged because of the accelerated nature of this course. Regular participation in course related activities will ensure timely completion of readings and assignments allowing students to keep pace with the coursework.

Expectations for Out-of-Class Study: Beyond the time required to read, review, and comprehend weekly class materials and completing required readings, students enrolled in this course should expect to spend at least an additional 3-4 hours per week of their own time in course-related activities.

Grading Criteria: The criteria used to judge each research paper will heavily depend on the following:

- The accuracy, extent, and comprehensiveness of your research. (It should be clear that you spent a great deal of effort on this assignment.)
- The extent to which you synthesize the research and offer insights into the case.
- The logical organization, professionalism, and effectiveness of the overall presentation.

APA Style for Writing Papers:

- UTA Manuscript Preparation using the APA Manual 6th edition: <http://libguides.uta.edu/apa>
- OWL (Purdue Online Writing Lab): <http://owl.english.purdue.edu/owl/resource/560/01/>
- American Psychological Association Style: <http://www.apastyle.org/>

CLASS POLICIES

Instructor Response Time: 24 hours

Assignments Due: Due by 11:59 pm CST of the last day of the week, i.e., Sunday (unless otherwise noted)

Assignment Feedback Time: 72 hours minimum (varies with assignment)

Q&A w/ Instructor: Discussion Board, & UTA Email

Communication Decorum: UTA requires that all email communications be sent to UTA email. So, please check that regularly for updates. I treat my students with respect and expect similar treatment. Therefore, for email queries, be sure to use language appropriate in a professional communication.

Make-up exams/ assignments: None

Extra credit: None

Late submissions: 1 point deducted for each day overdue for any assignment submitted after 11:59pm CST of the due date.

Citations & References: Your work should be original. Quotation and paraphrasing of other's work without citation will not be accepted. This includes material downloaded online from websites. For example, material from an organization's website should be cited. When in doubt, include a citation.

Online Discussion Decorum: Civility and Politeness appreciated. Please refer to the following netiquette guidelines:

- Review your work before you post. Make sure to present your ideas in a clear, logical order and in a non-threatening tone.
- To help convey tone, use popular emoticons such as J (smiley face). But, be careful not to overuse them.
- Avoid writing in all capital letters as this conveys shouting.
- Use appropriate and non-offensive language. Additionally, slang, sarcasm, and abbreviations can be misunderstood.
- Respect others and their opinions. Disagree respectfully.
- Adhere to copyright rules and cite your sources.

OTHER INFORMATION AND UNIVERSITY POLICIES

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 graduate courses, <http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

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/ses/fao>).

Disability Accommodations: UT Arlington 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 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.

Counseling and Psychological Services, (CAPS) 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.*

Title IX: 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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled in this course 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 as they see fit in their courses, including (but not limited to) 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.

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, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

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>.

Writing Center: The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops they offer, scheduling a classroom visit, and descriptions of the services for students and faculty members, please visit www.uta.edu/owl/.

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-minutes 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 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>

Syllabus and Course Calendar

(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 – Dr. Karabi Bezboruah)

Important Notes:

1. All assignments must be submitted in the forums created on Blackboard by the last day of the module, i.e. Sunday @ 11:59 CST pm, unless noted otherwise.
2. For threaded discussions and Blogs, please try to post by Friday so that classmates can comment on your post, and you have time to respond to those comments.
3. Email submissions will NOT be accepted. There are forums created for every assignment – please submit on Blackboard, unless otherwise noted.

Week 1: March 20 – March 26 (Module 1): Public Administration & Governance. Introduction and discussion of the basics of Public Administration (PA) concepts; Discussion of the multiple definitions; and an overview of the intellectual history of PA.

Readings: SRB Chapter 1
Stillman Chapters 2, 4, 7, 8

Frederickson, G. (2000). Can Bureaucracy Be Beautiful? *Public Administration Review*, 2000, Vol. 60 Issue 1, p47-53

Assignments (due by Mar 26 @ 11:59pm):

- Threaded Discussion 1
- Course pretest (not graded)

Week 2: March 27 – April 2 (Module 2): Evolution of Management Techniques in PA. A discussion of the various theories of PA – from Classical PA to New Public Management. Why are there so many theories explaining the evolution and trends in the public sector?

Readings: SRB Chapters 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

Assignment (due by April 2 @ 11:59 pm):

- PA in the News blog

Week 3: April 3 – April 9 (Module 3): Ethics in Public Service & the Challenge of Accountability.

Discussion of ethics and accountability issues in public sector organizations; discussion of the approaches suggested for addressing ethical issues.

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.

Assignment (due by April 9 @ 11:59 pm):

- Case Study 1 Due (Group Activity) – “George Tenet and the Last Great Days of the CIA”

Week 4: April 10 – April 16 (Module 4): Government Machinery. Discussion of the different branches of the government and how they interact with each other

Readings: SRB Chapters 3, 4
Stillman Chapters 3, 5

Assignment (due by April 16 @ 11:59 pm):

- Threaded Discussion 2

Week 5: April 17 – April 23 (Module 5): Organizational Behavior & Collaboration. An examination and discussion of the how governmental agencies and departments work collaboratively within and outside of their organizations

Readings: SRB Chapter 7
Stillman Chapter 6, 10, 11

Assignment (due by April 23 @ 11:59 pm):

- Threaded Discussion 3

Week 6: April 24 – April 30 (Module 6): Strategic Management in the Public and Nonprofit Sector.

Discussion of the adaptation of the management practices and principles in governmental agencies

Readings: SRB Chap 8, 9
Stillman Chap 10, 13

Assignments (due by April 30 @ 11:59 pm):

- Threaded Discussion 4
- Case Study 2 Due (Group activity) - "Expectations"

Week 7: May 1 – May 7 (Module 7): Politics-Administration Implications. Discussion of the concept of dichotomy, its various interpretations, and how it is implemented in practice

Readings: Stillman Chapters 14, 15
Rosenbloom, D. (2008). The Politics-Administration Dichotomy in U.S. Historical Contexts. *Public Administration Review*.

Assignments (due by May 7 @ 11:59 pm):

- Threaded Discussion 5
- Peer Evaluations (Forms will be sent via UTA email)
- Course post-test (not graded)

Week 8: May 8 – May 14 Final Week. Submission of final exam and course evaluations

Assignments (due by May 14 @ 11:59 pm):

- Final Exam on Blackboard
- Course Evaluation