

PUBLIC ADMINISTRATION AND MANAGEMENT

RPAD 303
FALL 2017
SYLLABUS

ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY
DEPARTMENT OF PUBLIC ADMINISTRATION AND POLICY

Instructor: Professor Stephen Holt

Meeting schedule: Monday, August 28th through Monday, December 11th

Class information: Mon., Wed., Fri. - 10:25 AM to 11:20 AM

Office hours: Wednesdays or Fridays 1:00 PM to 2:00 PM

Office location: Downtown campus, Milne Hall 312

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Phone:

1 Course description

This course serves as an introduction to public administration and the management of public organizations. The course exposes students to the history and development of the field of public administration. It is expected that by the end of the semester, students will understand (1) the rise of the modern administrative state, (2) the development of the academic study of public administration, (3) the major intellectual contributions to our understanding of public administration, and (4) the implications of the administrative state for the development and implementation of public policy. In addition, students will understand (1) how managing public organizations differs from managing private organizations and (2) an overview of the field of public management.

2 Course Learning Outcomes and Competencies

See the Appendix for a summary of the competencies covered in the course.

3 Required Text

The Politics of the Administrative Process by Donald F. Kettl. 7th Edition.

4 Assignments

4.1 Overview

The following assignments will form the basis of your grade in this course. The assignments are each intended to generate critical thinking about the administration of government within

the context of a democracy. Moreover, the assignments are aligned with different skills valuable for many jobs in public service. Each assignment will be detailed in following subsections:

- Midterm individual paper (30% of final grade)
- Final group paper (40% of final grade)
- Final paper presentation (10% of final grade)
- Reading responses, quizzes, and field assignment (10% of final grade)
- Participation (10% of final grade)

4.2 Midterm individual paper

The midterm will be a paper and accompanying memo summarizing the paper in response to a policy problem you have been tasked with resolving. The midterm will be due on October 16th. One month prior to the due date, I will circulate a set of fictional management problems facing the government of Albany. As a manager of a government office facing the issue you choose, you will write a 7 to 10 page paper (i) summarizing the details of the problem and past research on the issue in other public organization contexts, (ii) lay out a set of options for resolving the problem, informed by the readings and relevant literature, and compare them, and (iii) discuss the change you will make in your organization to address the problem and defend the change to the mayor. Accompanying the paper, you will write a 1 page memo summarizing the key points of the paper to the mayor.

After I disseminate the options of problems for the papers, you will be expected to email me the topic you are choosing for your paper by the end of the week. Refer to the appendix for the grading rubric that details how I will grade your papers.

4.3 Final group paper and presentation

The final will also be a paper; however, while the midterm will be an individual paper, the final will be a group paper with an accompanying group presentation. The final paper and presentations will be due on the day of final exams, which will be determined and announced later in the semester. Similar to the midterm, the final group paper will be a 12 to 15 page paper in response to a scenario provided by me. I will circulate the scenarios one month prior to the due date. Groups will have one week to decide on the scenario for their paper and will notify me via email of their selection. The group paper scenarios will involve designing a solution to a larger policy problem rather than resolving an internal managerial issue covered by the midterm.

In addition to the group paper, each group will be responsible for 2 additional components. First, each group will prepare a 10 minute presentation to the class on their chosen problem and proposed solution on exam day. The presentation will be followed by 5 minutes

of discussion and debate from the class. Second, each person in the group will provide a one page memo detailing their contributions to the paper and presentation and grading their fellow group members on their contributions. 80% of the grade will be determined by the grade of the paper and presentation. The remaining 20% will be determined by the average grade received by group members for individual contributions.

4.4 Reading responses

Each Friday of the semester, three groups will be responsible for a response to the week's reading and a presentation of their response. As a group, students will identify something recently in the news that ties in to the readings for the week. The group will then (1) write a 2 to 3 page memo (double-spaced) outlining the event from the news, how it is connected to the readings for the week, and how they might apply the readings to the event in the news that they chose and (2) prepare a 5 to 10 minute class presentation of their memo. There will be a total of 3 of these reading responses for each group over the course of the semester.¹ I will provide more details in class.

4.5 Quizzes

There will be two quizzes over the course of the semester. The quizzes will cover the readings of the week in which the quizzes occur, as specified in the schedule.

4.6 Field Assignment

You are required to attend one Common Council of Albany meeting any time by the end of the semester. You will 1) document that you were at the meeting in person (e.g., picture); 2) write a summary of the meeting, the broad topics discussed, any notable votes, and any other notable events during the meeting; 3) where possible, tie the topics of the meeting to something we've covered in class (BUT DO NOT FORCE IT!); 4) close with a brief reflection on the experience and your thoughts on the council meeting. The header of the assignment should include your name, class, and the date and time **of the meeting you attended**.

This link takes you to the calendar of events for the city of Albany. Use it to identify a meeting that works with you schedule. Anything in the calendar marked "CCCaucus" or "CCMeeting" is an event that can count towards this assignment, as those are meetings of the city Common Council. Any other meeting will have to be cleared by me on a case by case basis.

¹The number is subject to change contingent on whether I am able to secure guest lectures, external visits, or occasional field trips for the class. Field trips might include things like attending a city council or state legislative hearing on an administrative issue or visiting a local government office to learn more administrating local government. Since the availability of such activities is subject to change, I want to build in some wiggle room for us to take advantage of opportunities that arise.

4.7 Class participation

A big part of learning comes from class discussion and participation in class activities. You can do neither if you do not attend class. Throughout the semester, I will be assigning in class activities that will factor into your class participation grade. In addition, sustained and regular contributions to class discussion will be factored in to the class participation grade for the semester. I may, on occasion, give short quizzes on the class material in class. Your performance on these quizzes will also factor in to your participation grade. Attendance will be tracked and points will be subtracted for absences not cleared with me ahead of time. Note that while participation only affects 10% of your final grade, it can mean a difference of a full letter in the grade you receive. In education, as with most things in life, what you get out of an act is a function of what you put into that act. Consider this my small way of nudging you towards getting all you can out of this class.

5 Class policies

Note: I reserve the right to alter this syllabus, as needed, throughout the course (although I will do all I can to avoid significant changes).

- Public administration is a professional field; therefore, I emphasize professional skills in the classroom and assignments. Professional skills are punctuality, adhering to deadlines, and preparedness. All writing for the course should be carefully edited and proofread for quality and clarity. When presenting to the class, communicate audibly and clearly and respond to any questions and comments with respect. When watching a presentation, be respectful and attentive and contribute thoughtfully to the discussion (remember, you will all be up there at some point in the semester too!).
- After the first week, readings for each week should be completed by the Monday of that week. While much of the class reading comes from the text, I will cover other material in my lectures. **You will be responsible for knowing this material too!**
- **Laptops and other electronic devices are not to be used during class time!**
- Attend class! Again, class participation is 10% of your grade, and you can't participate if you're not in class. Further, unless I indicate otherwise, I will only accept hard copies of assignments handed in in-person for credit. If you DO need to miss class (emergencies, sickness, etc.), please contact me as soon as possible and let me know. It will be your responsibility to notify me and to get any notes/materials from other students. Arrangements for turning in assignments when absent will be handled on a case-by-case basis.
- Cell phones: we all have them, and they can be quite distracting. I ask that you please be courteous and silence your cell phone and leave it out of sight (in a pocket/purse/bag) during class.
- Feel free to eat and drink in class. I only ask that you do so quietly and in a manner that does not disrupt class.

- All assignments and readings will be posted to the class Blackboard. I will email any announcements or updates to the class and also post them in the Blackboard. Report any trouble accessing anything on the Drive as soon as you encounter the problem.
- I have a strict open door policy. If there is anything about the course, the assignments, the grading, the material, class, or anything related to public administration broadly that you would like to discuss, do not hesitate to visit me during office hours or email me. I can respond via email, schedule a phone call, or schedule a separate meeting. I am here to help, so please do not hesitate to reach out to me. (But please be respectful of my time!)
- **Have fun!** Public administration is a broad topic that explores big, important questions that affect everyone. Discussing these topics should be as fun and interesting as it is challenging.
- Table 1 below lays out the grading scale that will be used in assigning final course grades. **Note: the percent refers to the percent of available weighted points earned. Each assignment is weighted by the proportion of the final grade made up by the assignment itself, as described in Section 4.1.**
- Students with special physical and/or learning needs will be accommodated. Please notify the Disabilities Office and me as soon as possible so that reasonable accommodations can be made.

Table 1: Grade scale used for calculating class grades

Percent	Grade	Points
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

5.1 Academic integrity

Academic honesty is something your professor takes very seriously. Cheating in any form will not be tolerated. Students are required to be familiar with the university's academic honesty policies; ignorance is not an excuse for dishonest behavior. In all cases of cheating, a Violation of Academic Integrity Report will be submitted to the Dean of Graduate Studies to be placed in your university file, with copies provided to you, the department head, and

the Dean of Rockefeller College. Additional penalties may include some combination of the following: revision and re-submission of the assignment, reduction of the grade or failure of the assignment, reduction of the course grade or failure of the course, filing of a case with the Office of Conflict Resolution and Civic Responsibility, suspension, or expulsion. For a more detailed description of the university's academic honesty policies, go to: http://www.albany.edu/undergraduate_bulletin/regulations.html.

6 Class schedule

6.1 Overview of weeks

Note: in calendar, PM means Public Management and PA means Public Administration

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Aug 28th 1 Intro to Public Admin.	29th	30th 2	31st	Sep 1st 3 No class
4th 4 Labor day, no class	5th	6th 5 Intro to Public Management	7th	8th 6
11th 7 Personnel; Pass out midterm prompts	12th	13th 8	14th	15th 9 Groups 1,2,3 response
18th 10 Measurement and Eval.	19th	20th 11	21st	22nd 12 Rosh Hashanah, no class
25th 13 Accountability and Responsibility, Pt 1	26th	27th 14	28th	29th 15 Groups 4,5,6 response
Oct 2nd 16 Accountability and Responsibility, Pt 2	3rd	4th 17	5th	6th 18 Groups 1,2,3 response
9th 19 Budgeting	10th	11th 20	12th	13th 21
16th 22 Individual Paper due PM Wrap-up	17th	18th 23	19th	20th 24 Groups 4,5,6 response

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
23rd 25 Organizations, Pt 1	24th	25th 26	26th	27th 27 Groups 1,2,3 response
30th 28 Organizations, Pt 2	31st	Nov 1st 29	2nd	3rd 30 Groups 4,5,6 response
6th 31 The Three Branches	7th	8th 32	9th	10th 33 Quiz 1
13th 34 Policy Processes, Pt 1	14th	15th 35	16th	17th 36 Quiz 2
20th 37 Policy Processes, Pt 2	21st	22nd 38 Thanksgiving break, no class	23rd Thanksgiving break, no class	24th 39 Thanksgiving break, no class
27th 40 Administrative Reforms	28th	29th 41	30th	Dec 1st 42
4th 43 Networked Governance	5th	6th 44	7th	8th 45
11th 46 Last class Review and wrap-up	12th	13th 47 Final Paper due	14th	15th 48

6.2 Detailed schedule of weeks

Week 1: Introduction to Public Administration

- Kettl Chapters 1, 2

Week 2: Introduction to Public Management

- Kettl, Chapter 3
- Behn, The Big Questions of Public Management
- Allison, Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects?

Week 3: Public Management: Personnel

- Kettl, Chapters 8 and 9

Week 4: Public Management: Measurement and Evaluation

- Heinrich, Evidence-Based Policy and Performance Management: Challenges and Prospects in Two Parallel Movements
- Barnow and Heinrich, One standard fits all? the pros and cons of performance standard adjustments

Week 5: Public Management: Accountability and Responsibility, Part I

- Kettl, Chapter 6
- Rohr, Ethics for Bureaucrats: An Essay on Law and Values

Week 6: Public Management: Accountability and Responsibility, Part II

- Jackson, Responsibility versus Accountability in the Friedrich-Finer Debate
- Adams and Balfour, In the Face of Administrative Evil: Finding a Basis for Ethics in the Public Service

Week 7: Public Management: Budgeting

- Kettl, Chapter 11

Week 8: Public Management: Wrap-up

- Kettl, Chapter 12

Week 9: Public Administration: Organizations, Part I

- Kettl, Chapters 4 and 5

Week 10: Public Administration: Organizations, Part II

- Weber, Bureaucracy
- Gulick, Notes on the Theory of Organizations
- Simon, The Proverbs of Administration

Week 11: Public Administration: The Three Branches

- Kettl, Chapter 13 and 14

Week 12: Public Administration: Policy Processes, Part I

- Kingdon, How Does an Idea's Time Come? Agendas, Alternatives, and Public Policies
- Schneider and Ingram, Social Construction of Target Populations: Implications for Politics and Policy

Week 13: Public Administration: Policy Processes, Part II

- Kaufman, Administrative Decentralization and Political Power
- Long, Power and Administration

Week 14: Public Administration: Administrative Reforms

- Kettl, Chapter 7

Week 16: Public Administration: Networked Governance

- Provan and Milward, Governing the Hollow State
- Van Slyke, The Mythology of Privatization in Contracting for Social Services
- Agranoff and McGuire, Big Questions in Public Network Management Research

7 Appendix

This course is aligned with the five core competencies identified by the National Association of Schools of Public Affairs and Administration (NASPAA) as critical for success in public service careers.

What are competencies?

- Competencies are integrative. Competencies are a bundle of knowledge, skills, abilities, and behaviors that, when fully integrated, define successful performance. Competencies are broader than knowing how to use Excel or being able to define what marginal cost means.
- Competencies describe the characteristics of the person who does the job best. In this way, competencies describe the whole person and their total performance. Competencies are broader than job tasks.

The NASPAA identified competencies are:

1. The ability to lead and manage in public governance
2. To participate in and contribute to the policy process
3. To analyze, synthesize, think critically, solve problems and make decisions
4. To articulate and apply a public service perspective
5. To communicate and interact productively with a diverse and changing workforce and citizenry

This course is designed to build student competency in all five areas. For example:

- Competency #1: In this course, students will think like leaders of public organizations both individually and in group assignments. Group work will require learning to work with a team toward a common goal and coordinate with others in project based work.
- Competency #2: Students will be applying the materials learned in the course to real world events in police and government.
- Competency #3: Through extensive use of case studies, we will analyze public management and policy problems by discussing the mistakes and successes of others. Students will be asked to divide problems into different parts, analyze the problems from the perspectives of different stakeholders, and develop proposed solutions.
- Competency #4: Students will explore questions of equity and inclusiveness through the use of cases and debates regarding the appropriate use of discretion by public servants. In various assignments throughout the course, students will analyze the competing values in public administration in specific cases and how different emphases may generate different results.

- Competency #5: Writing assignments will require students to evaluate cases, use evidence to support arguments, and to communicate analyses in a highly-organized manner. Work in small-groups will develop skills in working with diverse groups and providing constructive feedback.

Table 3: Rubric for grading

Category	Excellent (100%)	Satisfactory (85%)	Poor (50%)	Score
Thesis (30 points)	The solutions to the problems in the essay prompt are laid out clearly, early in the essay.	The solutions to the problems in the essay prompt are addressed, but difficult to identify in the essay.	Essay lacks a clear thesis that addresses the problems in the essay prompt.	
Coverage of the Essay Topic (30 points)	The essay demonstrates a clear, accurate, and detailed application of the theories/concepts discussed in class. Arguments are clear and persuasive, supplemented by relevant evidence.	The work demonstrates an adequate understanding of the relevant theories/ concepts. In limited instances, theories are explained incorrectly. Most arguments are persuasive.	Explanation of relevant theory is absent, inaccurate, or so unclear that it is without use or meaning. Arguments are generally unclear or unpersuasive with little supporting evidence.	
Organization, clarity, and grammar (20 points)	Ideas are arranged in a logical order, flow smoothly between each other, and the writing has very few spelling or grammar errors.	Writing is generally thoughtful, logically arranged, and flowing. Ideas occasionally do not fit or transition well. Occasional spelling and grammar errors appear.	The writing is poorly structured, ideas do not flow well together, and contains many spelling and grammar errors.	
Bibliography (10 points)	It is assumed you will use APA formatting for both in-text citations and the bibliography. Sources are listed alphabetically, and primary evidence is more prevalent.	One of these standards was not met.	More than one of these standards was not met.	
Formatting (10 points)	Followed formatting instructions, including length, font, margins, and page numbers. Name is on paper.	One of these instructions was not followed	More than one of these instructions was not followed.	
Total: / 100 Notes:				