

PA 301: FOUNDATIONS OF PUBLIC ADMINISTRATION

Fall 2014

Location: Angell B104

Mondays: 4:05 pm to 7:00 pm

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Welcome to PA 301. This class is designed to provide you with an overview of the field of public administration. You will explore the historical foundations, the major theoretical, organizational, and political breakthroughs, and the dynamic tensions inherent to public and nonprofit sector administration. Special attention will be given to problems arising from political imperatives generated within a democratic society.

COURSE OBJECTIVES

This course extensively covers the following core Master of Public Administration capacities:

1a	Capacity to understand accountability/ democratic theory
1b	Capacity to manage the lines of authority for public, private, and nonprofit collaborations, and to address sectoral differences to overcome obstacles.
1c	Capacity to apply knowledge of system dynamics and network frameworks in PA practice
2b	Capacity to understand and apply policy streams, cycles, systems foci upon past, present & future policy issues and to understand how problem identification impacts public administration
3c	Capacity to understand and apply sound performance measurement & management practices
3d	Capacity to understand and apply sound financial planning & fiscal management practices
4a	Capacity to understand the value of authentic citizen participation & engagement in PA practice
4b	Capacity to understand the value of social & economic equity in PA practice
4c	Capacity to lead in an ethical and reflective manner
5a	Capacity to undertake high quality oral, written and electronically mediated communication and utilize information systems and media to advance objectives.
5b	Capacity to understand and appreciate the value of pluralism, multiculturalism & cultural diversity

MPA students, in particular, are encouraged to retain written assignments produced for this class, identify those assignments where these capacities are addressed and eventually uses these assignments as evidence that you have met or exceeded the standards in these areas.

A GRADUATE SEMINAR

The course will operate as a graduate level seminar in which you will be expected to take on major responsibilities for leading and stimulating class discussion on the readings and themes at hand. I am assuming that as adult learners, you will have a wealth of personal and professional experiences to reference in class discussions and written assignments.

As the instructor, I understand my role to be: 1.) a facilitator who is responsible for keeping us on track; 2.) an expert in the field of public administration who humbly recognizes the limitations of his own knowledge; and 3.) as an evaluator of your progress toward achieving course objectives.

Each class will begin with check-ins, at which time you will be able to pose questions concerning assignments and points of process arising out of our ongoing work together. If you anticipate missing class, please let me know. Excessive absences will jeopardize your success and ultimately, your grade.

ASSIGNMENTS

PROPER CITATION METHODS

Every year I find students struggling to adopt consistent and thorough citation methods. In the world of administrative practice not a great deal of attention is paid to ensuring that credit for material be given to the appropriate places. However, in academia we are deeply concerned with ascribing credit to those who created the original material. Knowledge is only advanced on top of the foundations built by others. As graduate students you are expected to fully reference the material you draw on within your analysis. Unless specified to do so otherwise, I expect you to provide accurate and full references for all material. If you directly quote a source (and I will expect you to do so), then you need to provide a page reference as well. You must either follow APA that uses an embedded reference method: (author's last name, year of publication, page number if applicable) or a Chicago style footnote style. In both cases a full citation of the reference must be provided in an attach bibliography (as in APA) or within a footnote. For your first round of assignments I will cut you some slack if you fail to cite properly. However, you will begin to lose points on assignments that will not be recovered, even in revisions. The bottom line is that you must learn how to reference effectively. You will find that this skill will be useful throughout your graduate studies.

Format and Sequence of Assignments

You will be assigned to one of three groups: A, B or C. A calendar of assignments may be found at the end of the this syllabus. An extensive review of the format for these assignments will be undertaken during the first class. If you have any questions about the timing of these assignments or what is expected of you, please contact me.

1.) Current event/topical analysis blog entry

By the end of the first third of the class you will have settled on a news item, current event or relevant topic to track and write on over the course of the semester.

Initial posting of your topic should include:

- 1.) Headline from a legitimate news source
- 2.) Link / Source
- 3.) Summary of the item (no more than 2 paragraphs):
- 4.) How item relates to course themes thus far (no more than one paragraph).
- 5.) Your name and email address.

At the end of each third of the class semester students will provide a summative post / update on the topic tying in themes drawn from that third of the class. This post will be made on the Current Event / Topic Blog.

2.) Current event/topic commentaries

All students will review all of the Current Event/Topic Blogs posted by their colleague. Over the course of the semester each student will be required to post a comment on someone else's current event/news/topic blog. One post per third of the semester is expected.

This post should be labeled as: theme.headline.student last name

The post should be no more than 5 sentences. It should add value to the discussion or the analysis relating to the current event.

Students are encouraged to post more than once per cycle. These more frequent posts will be taken into consideration as part of the participation grade.

3.) Reading summary (oral and written)

Each week a third of the class will be asked to submit a reading summary to the discussion thread for the week and be prepared to give an oral summary of the reading to the class. A template for these readings summaries will be provided at the beginning of the semester. Students should use this template for this assignment and follow this template closely. Straying from the prescribed format will lead to reduced grades for this assignment.

4.) Case study write-ups

Students will be responsible for writing three different case assignments. Students will be given a series of prompting questions that you will have to answer. These case write ups are structured like take home, open book and open note exams. During the classes marked “Cases and Current Contexts” we will discuss these prompts together. Students will then have one week to complete your write up of these responses and hand in a hard copy of the assignment. Students will be able to revise and resubmit one of the first two case assignments in class. These revisions need to be turned in two weeks following the date of when the assignment was first returned.

On the final day of class we will discuss the case assigned as well as the nature of the final case assignment prompts. Students will have until December 10 to turn that final case assignment in.

5.) Reflective essay

Write this post in the first person. Drawing upon your own past experiences and/or future ambitions explore the nature of your identity as a current and/or future public administrator. Draw references to at least four readings we have covered in class.

Some possible avenues to explore these themes include:

- Your identity as a professional, be it a sense of external affinity with a profession or as a professional public administrator.
- Your identity as a leader and the role that your ethical and philosophical dispositions play in shaping your sense of yourself as a leader.
- Your identity as a citizen administrator, as one who is responsive and accountable to the public at large.
- Other approaches are certainly welcome.

This assignment should be 4 to 7 pages long (double spaced) and properly referenced. The assignment will be graded using the rubric found in Koliba, 2004.

6.) Class participation

In an effort to reward contributions to the discussion both in class and online, each student will be assessed for the number and quality of posts made to either events/topics blogs or discussion threads for each week over a above those assigned. Equally, contributions to class discussion will be taken note of to formulate this grade.

The quality of this educational experience is contingent on student level of participation in class discussions. To this end, students will be asked to actively participate in large and small group discussions. Failure to do so will be taken as an indication of a lack of preparation. Although I acknowledge that some may feel challenged to voice an

opinion or observation in a large group, I do expect all to participate. I will make every effort to create a space for the more introverted students to participate. Please let me know if I can do more to foster better conversation and dialogue.

As for participation online, I expect students to make frequent extra comments to blogs and discussion threads. Any and all blogs and threads are open for these additional comments. Feel free to build off of comments of others. Be respectful of peers, but don't shy away from disagreement. Participatory posts and contributions may be informal in nature. Questions may be posed, original insights offered, links to other webpages, etc.

Grading:

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|--|---------------------|
| 1.) Formal current event / topic posting and analysis* | 20% of grade |
| Four pieces of analysis are due: initial posting; three theme analysis | |
| 2.) Informal Current events/topics commentary posts | 10% of grade |
| Three over course of the semester to a current events/topics of your choosing. These events/topics can differ from post to post. | |
| 3.) Reading Summaries* | 15% of grade |
| Three over the course of the semester | |
| 4.) Case Study Analysis* | 30% of grade |
| Three over the course of the semester
Graded on a 100 point scale and averaged together for final % of grade. | |
| 5.) Reflective Essay* | 15% of grade |
| 6.) Class and Online Participation | 10% of grade |

Things to Keep In Mind for Formal Writing Assignments (those with an * above)

- You should reference (and properly cite) prior readings.
- Use consistent and complete citation methods. Please use an accepted referencing system, preferably APA.
- You will need to communicate effectively with your audience by
Presenting well organized paragraphs; using proper grammar; and employing consistent and complete citation methods
- You demonstrate a comprehension of concepts/issues/ideas raised in the readings by:
Incorporating reading content into the entry or post and employing consistent and complete citation methods
- You synthesize the readings together by:
Comparing and contrasting, and identifying general themes.
- You critically analyze them by:
Substantiating your opinions/critiques; interjecting your own lived experiences into the analysis; pointing out contradictions; referencing other materials.

Plagiarism of any form will not be tolerated. When in doubt, cite the source. This includes your main current event/topic blog, but does not include your informal commentaries.

Assignment Schedule

Week	Reading Summary Due By Group	Case Study / Reflective Essay	Formal Current Event/Topic Posting	Informal Commentary post
9/8	A		Initial Event/Topic due (all)	
9/15	B			
9/22	C		Final Event/Topic due (all)	
9/29			Summary post for current event due (all)	At least one informal commentary post due by this date (all)
10/6	B	Case study #1 due (all)		
10/13	C			
10/20	A			
10/27			Summary post for current event due (all)	At least one informal commentary post due by this date (all)
11/3	C	Case study #2 due (all)		
11/10	A			
11/17	B			
12/1			Summary post for current event due (all)	At least one informal commentary post due by this date (all)
12/9		Case study #3 due (all) Reflective essay due (all)		

REQUIRED TEXTS

The following texts are available through the UVM Bookstore. You should purchase them all.

- **Classics of Public Administration**, Sixth Edition, Jay Shafritz, and Albert Hyde, editors
- **Governance Network in Public Administration and Public Policy**, Christopher Koliba, Jack Meek, and Asim Zia.

Additional readings will be posted on the Blackboard site.

PA 301 CALENDAR—Fall 2013

Some readings may change and will be reflected on the Blackboard site for the course and announced in class. Readings should be completed as required by your weekly assignments. Demonstration of having completed the readings will be displayed through the assignments and subsequent online and in class dialogue.

Class Date when Theme is introduced	Class Topic	Shafritz & Hyde, <u>Classics of Public Administration</u>	Other-- Blackboard Required	Koliba, Meek, and Zia, <u>Governance Networks in Public Admin. and Public Policy</u>
8/25	Public Administration: The Historical Context	Wilson Willoughby	Paine	Introduction
9/1	Labor Day: No class			
9/8	Public Administration as a Field of Practice	1. Rosenbloom* 2. Goodnow 4. Kingdon 5. Waldo 6. Kaufman 7. Stivers*	3. Dahl	
9/15	The Science and Art of Administration?	1. Gulick 3. Simon* 4. Lindblom* 5. Ott	6. Hummel 7. Maynard-Moody & Musheno, Chap. 1,3* 8. Stowers	2. Chapter 2
9/22	Reform and Trends Shaping the Field	1. Brownlow et. al. 2. Schick 3. Mosher 5. National Performance Review*	7. Dawes* 8. Mergel*	6. Chapter 1
9/29	Cases and Current Contexts		Case study #1	
10/6	Citizens and the Administrative State	1. Selznick 2. Frederickson	3. Levine 4. King et., al.* 5. Innes and Boehr* 6. Arnstein 7. Crenson & Ginsberg*	
10/13	The Non-Profit and Private Sectors	2. Moe	1. Nace* 3. Block 4. Salamon 5. Ostrower & Stone* 6. Couto* 7. Brooks	

10/20	Governance Networks	1.Pressman & Wildavsky* 5. Allison	2. Salamon* 7. Bryson and Crosby	3. Chapter 5 5. Chapter 6 6. Chapter 8*
10/27	Cases and Current Contexts		Case study #2 Koliba	
11/3	Responsibility, Accountability & Responsiveness	6. Krislov* 7. Thomas*	1. Stivers 3. Maas & Radway 4. Goodsell 5. Mills & Koliba	2. Chapter 9*
11/10	Performance Management	3. Caiden 6. Dror	2. Moynihan* 4. Radin 5. Stone*	1. Chapter 10* 7. Chapter 7
11/17	Ethics, Leadership and Professional Practice	1.Thompson* 3. Mosher & others 5. Lipsky*	2.Frederickson & Hart 4. Presthus 6. Van Wart*	
11/24	OFF – Thanksgiving Break			
12/1	Implications for the Reflective Public Administrator – FINAL CLASS	Addams	Case study #3 McSwite	Chapter 11
12/9	Final Case Assignment and Reflection Essay Due			

• = reading that can be doubled up on if group has extra people.