

PA 301: FOUNDATIONS OF PUBLIC ADMINISTRATION

Fall 2011

Location: Rowell 102

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 sector administration. Special attention will be given to problems arising from political imperatives generated within a democratic society.

COURSE OBJECTIVES

MPA faculty have agreed to revise their syllabi to include reference to all of the core competencies covered by the class. Below is some draft language for the faculty to review and refine at the upcoming MPA faculty retreat. It is being proposed that every MPA syllabus have a standard paragraph that will include a list of all core competencies covered within the course.

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

1a	Capacity to understand accountability/ democratic theory
1b	Capacity to understand the governance structures of government, non-profits and for-profits
1c	Capacity to identify and eventually manage public, private, non-profit collaboration/overcome conflicts
1d	Capacity to understand and apply administrative authority (top down/bottom up/lateral)
2a	Capacity to understand political theory & practice
3d	Capacity to understand and apply sound performance measurement & 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 understand the value of professional integrity/ethics in PA practice
4e	Capacity to be or become a reflective practitioner
5a	Capacity to undertake high quality oral & written communication
5b	Capacity to understand and appreciate the value of pluralism, multiculturalism & cultural diversity

This course also exposes students to the following core MPA competencies:

1e	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
2c	Capacity to understand how problem identification impacts public administration

3c	Capacity to engage in and eventually lead strategic planning
3e	Capacity to understand and apply sound financial planning & fiscal management practices
3f	Capacity to understand and apply organizational learning & development principles into practice
4d	Capacity to understand and eventually demonstrate the value of leadership to PA practice

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 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. On the Blackboard site you will find an APA reference guide. 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 be useful throughout your graduate studies.

READING SUMMARIES

As you read each week's assigned articles or chapters, you are encouraged to highlight quotes/excerpts of the readings that jump out at you, resonate, confuse, or otherwise draw your attention. In the calendar below you will see a number in front of the reading. You should read the assignments in the sequence suggested. They follow a sequencing that should become evident when we discuss the week's theme.

For each week there will be six to eight articles or chapters assigned. I do not realistically expect you to read every reading closely. However, if you are providing a summary of one reading for the week be sure to have thoroughly read the reading preceding and following it, as well as one or two others. You are asked to relate that reading to others assigned for that week.

Most weeks you will be responsible for leading a discussion on the readings that have been assigned to you for a total of six readings over the course of the semester. For the weekly reading that you are responsible for, please follow the template below. Number and sequence the entries in the order provided, using the template for headings. Bring two hard copies of the completed template to class and be prepared to present it. In addition to the hard copies, please load a copy of the template onto the Blackboard website in the file assigned for that particular week's theme. Please label the file in the following manner: *authorlastname.yourfirstname.yourlastinitial*. Please have this document posted as a word document.

Reading Summary Template

Your name:

1. Full APA citation of this reading:
2. Sum up what this reading is about (in one paragraph)
3. Identify three major "take aways"/major points/highlights from this reading (in bullet point form)
4. Identify two quotes that most resonate with you, that give you cause for concern, or are confusing or contradictory to what you had previously thought. (replicate the two quotes below and include the page number that the quote appears on)
5. Draw one link to another reading from this week's reading. Explain the link and why it is interested to you (in one brief paragraph)

Each of the 6 reading summaries will be graded on a 5 point scale. Your lowest grade of the 6 will be dropped.

PA IN THE NEWS/ THEMATIC SYNTHESIS

Three times over the course of the semester you will be asked to identify a current event from a credible news source that somehow relates to the theme for the week. For example, if the theme for the week is "Citizens and the Administrative State" you may want to bring in an article relating to a recent citizen outrage or an example of a citizen forum occurring in

Vermont or somewhere else in the world. You must select a news item to share for the week that the theme is introduced. In the example above, you would bring in a copy of a news article relating to a citizen forum and discuss it in class during the evening that we debrief “citizens and the administrative state.” *Due the following week:* you will need to submit an analysis of that news article using the template below.

PA in the News Thematic Synthesis Template

Your name:

Title of News Article:

Source of New Article:

Link to News Article:

1. Summarize article in one paragraph.
2. Analyze the current event using at least four different readings from this week. Render this analysis in no more than four paragraphs. Include full references and bibliography.

Again, to reiterate, the final write up of your PA in the News/Thematic Synthesis will be due the week following the day that the theme is first discussed. However, you will need to have a news article selected and share that article during the week that the theme is our focus. You may change the news item to analyze if you find that either that news item is not as rich as you had thought, or that a different event has become more compelling.

You will submit your PA in the News/Thematic Synthesis online to the appropriate theme file by 3 pm on the day that they are due. Please label that file as: *yourfirstname.yourlast initial.news.week's theme*. Please post this to the file in a word document.

Each synthesis will be graded on a 10 point scale. You may revise and resubmit one of these assignments. These revise and resubmits are due 2 weeks after the assignment was returned to you.

CASE ASIGNMENTS

You will be responsible for writing three different case assignments. These write ups will be based on cases found in *Cops, Teachers, and Counselors* or another longer case assigned. You will be given a series of prompting questions that you will have to answer in a series of one to two paragraph responses. 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. You will then have one week to complete your write up of these responses. You 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. You will have until December 12 to turn that final case assignment in.

REFLECTIVE ESSAY

You will be expected to write a 4 to 5 page reflective essay regarding your personal identity as it relates to public service and the themes we've been discussing in class. This assignment is due December 12. You may submit a draft copy of this assignment for review by November 30.

Write this essay 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 reflection essay is worth 10 points.

Things to Keep In Mind for Any Writing Assignments...

- 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, including bibliography of references.
- You demonstrate a comprehension of concepts/issues/ideas raised in the readings by:
Incorporating reading content into the essay itself 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.

CLASS PARTICIPATION

The quality of this educational experience is contingent on your level of participation in class discussions. To this end, you 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 of participate. I will make every effort to create a space for the more introverted students to participate. Please let me know if more could be done to foster better conversation and dialogue.

GRADING

Grading for the course is to be broken into the following percentages:

Case study briefs (3)	30%
“PA in the News” analysis (3)	30%
Readings summaries (6, with lowest score discarded)	25%
Final reflective essay	10%
Class participation	5%

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.
- **Cops, Teachers, Counselors: Stories from the Front Lines of Public Service**, Steven Maynard-Moody and Michael Musheno.

Additional readings will be posted on the Blackboard site.

PA 301 CALENDAR

Class Date	Class Topic	<u>Shafritz & Hyde, Classics of Public Administration</u>	<u>Maynard-Moody and Musheno, Cops, Teachers, Counselors</u>	<u>Koliba, Meek, and Zia, Governance Networks in Public Admin. and Public Policy</u>	<u>Other--Blackboard Required</u>
8/29	Public Administration: The Historical Context	2. Wilson 3. Willoughby			1.Paine
9/5	Labor Day: No class				
9/12	Public Administration as a Field of Practice	1.Rosenbloom 2. Goodnow 3. Kingdon 4.Waldo 5. Appleby 6. Kaufman 7. Stivers			
9/19	The Science and Art of Administration?	1. Gullick 2. Simon 4. Lindblom 5. Ott 8 Stone	7. Chapter 1, 3		3.Dahl 6. Hummel
9/26	Reform and Trends Shaping the Field	2.Brownlow et. al. 3. Hoover Commission 4. Schick 5. Mosher 6. Caidin 7. National Performance Review		1. Chapters 1,2	8.Denhardt & Denhardt
10/3	Cases and Current Contexts		Chapters 5, 6, 12		Case study #1
10/10	Citizens and the Administrative State	1. Selznick 2. Frederickson			4.Levine 3.Cooper 5. King et., al. 6. Arnstein 7. Crenson & Ginsberg

10/17	The Non-Profit and Private Sectors	2.Moe			1.Nace 3.Block 4.Salamon 5.Hodgkinson & Weitzman 6.Couto 7.Brooks 8. DeVita
10/24	Governance Networks	1.Pressman & Wildavsky 2. Wright 6.Allison		4. Chapters 5, 6 7. Chapter 8	3.Salamon 5. Agranoff
10/31	Cases and Current Contexts		Chapters 2, 4, 7, 8		Case study #2 Koliba
11/7	Responsibility, Accountability & Responsiveness	6. Krislov 7. Thomas		1.Chap.9	2.Maas & Radway 3.Sorenson and Torfing 4. Goodsell 5. Stivers
11/14	Performance Management	3..Levine 6.Dror		1.Chap. 10	2.Moynihan 7.Korton 4.Radin 5.Stone
11/21	Thanksgiving Break Off				
11/28	Ethics, Leadership and Professional Practice	1.Thompson 3. Mosher & others 5. Lipsky			2.Frederickson & Hart 6. Van Wart 4.Presthus
12/5	Implications for the Reflective Public Administrator – FINAL CLASS	Addams	Chapter 9-11	Introduction; Chapter	Case study #3 McSwite
12/13	Final Case Assignment and Reflection Essay Due				