

Introduction to Public Administration
40.834.200.01
Syllabus, Spring 2019
Tuesday and Thursday: 10:00 – 11:20 AM
HIL-105

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Office Hours: Tuesday and Thursday 2:00-3:00 pm (by appointment)
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COURSE OVERVIEW

This course seeks to provide a comprehensive overview of public administration in the American system of government. It provides students with the conceptual foundation they need, while introducing them to important trends in the discipline.

The course is organized into three major themes. The first theme, “*What is Public Administration?*”, discusses the various definitions and multifaceted nature of public administration and explores the political contexts in which it is operated. This theme covers topics including the architecture and functions of the US government, the role of administrative agencies in a democracy, the intersection between policy-making and public administration, and the differences between public, private, and non-profit organizations.

The second theme, “*Managing Public Sector Organizations*”, focuses on the processes and issues related to the operations and management of public sector organizations. The covered topics include: organizational theory and management, organizational behavior and psychology, human resource management, workplace diversity and equity, public budgeting, decision-making, and leadership.

The third theme, “*Serving the Public Interest*”, concerns about the issues of public service delivery. The covered topics includes intergovernmental and intersectoral collaborations, performance measurement and management, and program evaluation.

In addition to building theoretical knowledge and understandings, this course also enables students to learn about identifying, analyzing, and providing solutions to problems facing administrative agencies in the real-world. They need to make recommendations with the support of theories and empirical evidence.

COURSE OBJECTIVES

- Students will be able to define what public administration is and its role in a democracy.
- Students will gain an understanding of key concepts and debates in public administration, including politics/administration dichotomy, public/private differences, and the contentious issues in governmental reforms.

- Students will gain an understanding of the political contexts where public administration operates. They will learn about the architecture and functions of government, the policymaking process and intergovernmental and intersectoral relations.
- Students will be able to gain knowledge about public management and its subfields, such as human resource management, leadership, public performance, program evaluation, budgeting, and behavioral public administration.
- Students will gain an understanding of the important emerging trends in the discipline.
- Students will be able to demonstrate skills in recommending a solution to a practical problem facing administrative agencies in the real-world. They will learn how to support their recommendations with theoretical knowledge and empirical evidence.

COURSE TEXTBOOKS

Required readings and materials:

- Shafritz, J. M., Russell, E. W., Borick, C. P. & Hyde, A. C. (2016). *Introducing public administration*. Routledge. (8th or 9th Edition)

* Additional readings that are not from the textbooks will be made available on Blackboard.

COURSE REQUIREMENTS AND EVALUATION

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|---------------------------------|--------------------------------------|
| ● Review quizzes and attendance | 10% |
| ● Class participation | 10% |
| ● Exams: Midterm and Final | 50% (25% each) |
| ● Problem-Solving Exercise | 30% (Proposal 20%; Presentation 10%) |

Review quizzes and attendance (10%): 10 points

At 10:15am of each class, students will be asked to spend around 5 to 10 minutes to take a simple review quiz. The quiz includes T/F and simple open-ended questions, covering the topics discussed in the last class. The students' answers will be reviewed but not graded. However, their submission will be counted as *attendance*. If students miss two quizzes, 1 point will be deducted from their final grade (a maximum of 10 points can be deducted). The quiz paper will not be distributed after 10:30am.

Excused absences

- Excused absences do not count against the total. To qualify for an excused absence, students must notify the instructor prior to class. Excused absences include university-

approved events, signed medical excuses, familial deaths, and others at the instructor's discretion.

Class participation (10%): 10 points

Students are encouraged to actively participate in a manner which demonstrates attentiveness, respect, and interest in verbal and nonverbal communication. They are also encouraged to make constructive comments to the presentations of other students.

Midterm exam (25%) and final exam (25%): 50 points

The purpose of the exams is to measure whether students can fully understand the conceptual foundation, theories, and practical knowledge in public administration covered in classes. The exams will be in-class and closed book. They will have a mixed format of multiple choices, short open-ended questions, fill-in-the-blank, and true/false questions. Make-up exams will only be given in extreme emergencies.

Grade Appeal & Grade Change

- Students may submit a written appeal within 7 days after receiving their grade for the exam in question. Re-evaluation will be considered by individual instance.

Problem-Solving Exercise (Proposal 20%; Presentation 10%): 30 points

Instruction

In this exercise, students need to look through national or local, printed or online newspapers to identify a problem facing administrative agencies in the real-world. For example, the Los Angeles Times (Mar 02, 2018) had an editorial which claimed that the city is facing a deepening homelessness crisis. See:

<https://www.latimes.com/opinion/editorials/la-ed-homeless-accountability-20180302-htm1story.html>.

To address the problem they identify, students need to take the following steps to write a **program proposal** (2-5 single-spaced, one-inch margins, 12-point font pages):

- **State the issue/problem as clearly as possible:** Try to state clearly the issue or problem, followed by a brief explanation or clarification. If extensive background is required, use an attachment.
- **Explain the importance of the issue/problem:** Explain why the problem you identified is important, and/or what the benefits are when the problem is solved.
- **Recommend a specific course of action (i.e., a program):** Clearly state the recommended course of action, providing a brief description about what the program is about, and why the program can solve the problem you identified.

○ **Specify the program details from 4 aspects:**

Organizational Structure of the Program:

- Who/Which department or ad hoc unit or agency will be in charge of directing?
- Who/Which department or ad hoc or agency will be in charge of implementing?
- Who will be held accountable if things go wrong?

Staffing / Personnel Administration:

- What kind of employees do you need? (permanent employees, temporary employees, or workers from outsourcing?)
- Do you need to hire extra employees? If so, what are the selection criteria and processes?
- What will you do to ensure that the employees are sufficiently motivated and equipped with skills and knowledge?

Budgeting:

- How much do you need?
- How do you come up with this amount? What is the rationale behind?

Performance Evaluation:

- What are the criteria for evaluating the program outcome (e.g., efficiency/ effectiveness?)
- How will the performance evaluation be conducted?
- Who will conduct the evaluation?

In addition to writing a proposal, students also need to present their ideas in the last two weeks of the course. Each **presentation** will last for 15 minutes, with an extra 5 minutes for Q&A.

Remarks

- Students need to work with one or two partner(s), depending on the actual number of students taking the course.
- Students need to confirm and submit the topic (i.e., the problem they are going to address) to the instructor no later than **Apr 05, 2019**. A change in the topic needs to be approved by the instructor after this date.
- Students are required to make an appointment with the instructor to discuss their topic prior to submission.
- The proposal needs to be submitted before **11:59pm on May 14, 2019**. 2 points will be deducted each day for late submission (a maximum of 20 points can be deducted).
- Students will receive 0 point if they do not show up for the presentation. A make-up exercise will be given only in extreme emergencies.

Criteria for success

This exercise will be evaluated based on the analysis of the case, the organization of ideas, the ability to properly apply the theories and concepts discussed in class, and the quality of writing (e.g., spelling, grammar, punctuation, etc.) and presentation (e.g., presentation skills, time management, responsiveness, etc).

For the proposal, the goal is to write as clearly, concisely, and directly as possible. Elegance of style, while desirable, is a secondary consideration. Short declarative sentences convey ideas well; convoluted grammar confuses things and often leads to misunderstandings. A decisionmaker should know precisely what you want them to do about the problem/issue and what you plan to do to carry out your recommendations. Lack of specificity can lead to communication problems.

Be sure to incorporate comments you receive during the presentation.

The grading rubrics for this assignment will be made available on Blackboard.

Extra Credits

Up to 5% of extra credits may be assigned in this course. Opportunities for earning extra credits will be announced throughout the semester.

GRADE POLICY

A	90-100%	B+	85-89%	B	80-84%
C+	75-79%	C	70-74%	D	60-69%
F	Below 60%				

% = the percentage of a reference score.

COURSE POLICY

Academic integrity policy:

(Please look into the following page for more information: <http://academicintegrity.rutgers.edu/>)

- Properly acknowledge all contributors to given piece of work
- All work submitted must be his or her own work
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. A student should not facilitate academic dishonesty by others nor obstruct their academic progress.
- Plagiarism and cheating will never be excused under any circumstances. Violation of these policies leads to immediate failure of the course.

Students with Disabilities:

In accordance with the Americans with Disabilities Act and Section 508 of the Rehabilitation Act of 1973, the University is dedicated to making reasonable accommodations to assist individuals with disabilities. Students with disability may review the manual and contact the Student Disability Coordinator. See <http://disabilityservices-uw.rutgers.edu/>

Laptop policy:

- The use of laptops in class is restricted to taking notes only.
- The use of cellphones or other smart devices in class is prohibited unless it is for emergency calls.

COURSE CALANDER

Week 1: Introduction; U.S. Government and the Constitution

- Introduction and class overview
- The foundation and functions of the U.S. Constitution
- The architecture and functions of the U.S. government

(Please bring a hard copy of the syllabus to class on Jan 22)

Readings:

1. Shafritz, Russell, Borick, and Hyde, Ch. 1 & Ch.3 (pp. 91-108)

Week 2: Policymaking and Public Administration

- Decision-making and implementation
- Public policymaking and administration
- The politics-administration dichotomy: Ideal and reality

Readings:

1. Shafritz, Russell, Borick, and Hyde, Ch. 2 (pp. 47-61)
2. Holzer and Schwester 2016, Ch5

Week 3: Public, Private, and Non-profit Sector Organizations

- Learning from the private sector: Reinventing government reforms and privatization practices
- Public/private differences
- The characteristics of non-profit organizations

(A session was canceled due to inclement weather)

Readings:

1. Shafritz, Russell, Borick, and Hyde, Ch.3 (pp. 108-138)
2. Boyne (2002) [on Blackboard]
3. Rainey and Bozeman (2000) [on Blackboard]

Week 4: Public, Private, and Non-profit Sector Organizations (Cont'd)

- Learning from the private sector: Reinventing government reforms and privatization practices
- Public/private differences
- The characteristics of non-profit organizations

(A session was canceled due to inclement weather)

Readings:

1. Shafritz, Russell, Borick, and Hyde, Ch.3 (pp. 108-138)

2. Boyne (2002) [on Blackboard]
3. Rainey and Bozeman (2000) [on Blackboard]

Week 5: Organizational Theory

- OT: Definitions and scope
- Classical theories: Taylor's scientific management and Weberian Bureaucracy
- Neoclassical theories

Readings:

1. Shafritz, Russell, Borick, and Hyde, Ch. 6

Week 6: Organizational Theory (Cont'd); Organizational Behavior

- Contemporary organizational theories
- OB: Definitions and scope
- Concepts and theories of individual behaviors

Readings:

1. Shafritz, Russell, Borick, and Hyde, Ch. 7
2. Borkowski 2005

Week 7: Organizational Behavior (Cont'd), Motivation and Leadership

- Motivation
- Types of Leadership
- Overview of the mid-term exam and problem-solving Exercise

Readings:

1. Shafritz, Russell, Borick, and Hyde, Ch. 10
2. Ryan and Deci 2000

Week 8: Midterm

- March 12 – ASPA conference and Midterm Preparation (no class)
- March 14 – Midterm In-class exam

Week 9: Spring Break

- No Class

Week 10: Human Resource Management

- The personnel function
- Diversity in Government
- Review of the midterm exam

Readings:

1. Shafritz, Russell, Borick, and Hyde, Ch. 11

Week 11: Public Budgeting

- Types of Budgets
- Budgeting Processes

Readings:

1. Shafritz, Russell, Borick, and Hyde, Ch. 13

Week 12: Intergovernmental and Intersectoral Collaborations

- Intergovernmental collaboration and competition
- Interorganizational collaborative networks

Readings:

1. Holzer and Schwester, Ch.6 (on Blackboard)
2. Kettl (2015) (on Blackboard)
3. O'Leary (2015) (on Blackboard)

Week 13: Public Performance and Program Evaluation

- Performance measurement and management
- Program evaluation

Readings:

1. Holzer and Schwester, Ch.7, 8 (on Blackboard)

Week 14: Presentations

- April 23 – Presentations
- April 25 – Presentations

Week 15: Presentations

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- April 30 – Presentations
 - May 2 – Presentations

Week 16: Summary & Final Exam

- May 7 – Summary and Proposal Writing Workshop
- May 9 – Final Exam – In-class exam

Week 17: Proposal Due - The proposal needs to be submitted before May 14, 11:59pm