

POL 279: Introduction to Public Administration
Spring 2021
Online Class

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Office Hours: Wednesday, 2:00pm – 5:00 pm

Course Description:

This course serves as a general introduction to the field of public administration. It provides students with an overview of the administrative structure of government, the role and function of bureaucracy, and the practical problems faced by public administrators. It also serves as an introduction to the institutions, processes, and players that influence the development and implementation of policy in the United States. After an introduction to the development of public administration and the impact of these ideas on contemporary public bureaucracy, we will investigate the major areas of the discipline.

Primary learning goal:

- Improve students' ability to identify and assess the systematic factors that underlie political processes and systems in the United States and abroad as they exist today and have existed in the past.
- Students will effectively communicate about political systems, processes, and theories in a rigorous manner by developing cogent, logical arguments that properly employ and make use of relevant evidence.

Other student learning objectives:

- 1) Begin the process of developing students' core competencies in leadership and service in the public sector.
- 2) Lay the foundation for developing core competencies in public service management and leadership, guided by ethical and accountable practice, and powered by theory-based skill development.
- 3) Begin the process of understanding the role of public administrators in the policy-making continuum, including problem identification, design and assessment of policy alternatives, appropriation and authorization processes, implementation, and the use of evaluative techniques and procedures.
- 4) Begin to develop the ability to identify and solve complex problems, make effective decisions, lead organizations, manage public and nonprofit resources, and effectively communicate outcomes using theoretical support, strong research methodology, and critical thinking skills.
- 5) Build toward possessing the ability to synthesize through reflective practice the theoretical underpinnings of public administration with the practical content of ethical and accountable practice in public and community service work.

- 6) Practice skills that foster ability to communicate and collaborate productively with diverse populations in the workplace and in the larger community.

This is an online class, meaning that you are expected to forge your own educational path. I am available to talk via e-mail and will respond within one business day, but online classes do require a higher level of persistence from the student. I encourage you to reach out to me with any questions or concerns which you may have during the class.

Plagiarism:

All papers are put through a plagiarism program to check for originality. If a paper is deemed plagiarized, the student will be notified by the professor, along with the report. ANY QUOTE SHOULD HAVE QUOTATION MARKS AND BE CITED IN THE FOLLOWING WAY (Author, Year, Page Number). At the bottom of the paper, there should be a list of references, including all references discussed and quoted. Students whose papers are found to be plagiarized will receive a 0 for that paper.

Contacting the Professor:

If you have any questions about the class or work in the nonprofit or public sector, either e-mail me or come to my office hours. I will respond within 1 business day. I only respond to e-mails Monday – Friday, 9:00 am – 5:00 pm EST.

Conduct:

In all interactions, the student is expected to interact in a professional manner. Disagreements are fine, but all should be respectful of your classmate's opinions. As this is an online class, sometimes the tone of a post can be misconstrued. It is important to think about how your writing will be perceived by others before posting, as well as what the intent of the post is when reading posts.

Textbook:

There is no textbook for this class. ALL of the readings will be on Blackboard.

Grading:

Participation (36 points/3 points per discussion board): Each person is expected to be a part of the message board. Each week, there will be prompt(s) on the discussion board regarding the topic of the week. **Students are expected to write one thread per discussion board post and respond to two other threads per discussion board posts.**

Module Exams (30 points/3 points per quiz): Each module will include a 6-question quiz. Once you start the quiz, you will have 20 minutes to finish the quiz. The quiz will cover topics both in the lectures and in the readings. **Your lowest grade will be dropped.**

Syllabus Exam (4 points): At the beginning of the semester, each student will have to complete a 4-point syllabus exam. This exam will focus solely on the syllabus. **Syllabus exam is due Feb 2.**

Book Paper (30 points): Along with the regular readings, each student is expected to read one book from the list (Found in Appendix A) concerning public administration and write a maximum

10 page paper about the themes of the book. Topics can include things about the book that you found interesting, how the book relates to this class as well as other classes you are taking, and how the book relates to your future careers. A rubric for this paper will be available online and in Appendix B. **This paper should have, at most, two quotes from the book, each no longer than two sentences. THIS PAPER IS DUE BY MIDNIGHT ON DECEMBER 8.**

Course Schedule:

Each module will be open for SEVEN DAYS. You are expected to do all of your work, including readings and module quizzes, during this time.

Date	Module	Assignments
Jan 27-Feb 2	Syllabus Review & Success in Online Classes	<ul style="list-style-type: none"> • Syllabus • Syllabus exam due FEB 2.
Feb 3-Feb 9	What is Public Administration	<ul style="list-style-type: none"> • Kim, Y. (2020). Searching for Newness in Management Paradigms: An Analysis of intellectual History of the U.S. Political Administration. <i>American Review of Public Administration</i> • Wright, J. E., & Merritt, C. C. (2020). Social Equity and COVID-19: The Case of African Americans. <i>Public Administration Review</i>.
Feb 10-Feb 16	Organizational Theory	<ul style="list-style-type: none"> • Pearce, J.L. & Sowa, J.E. (2018) Why Organizational Behavior? <i>Organizational Behavior: Real Research for Public and Nonprofit Managers</i> • Francis, M. M. (2019). The Price of Civil Rights: Black Lives, White Funding, and Movement Capture. <i>Law & Society Review</i>, 53(1), 275-309.
Feb 17-Feb 23	Politics & Intergovernmental Relations	<ul style="list-style-type: none"> • Lester, W., & Krejci, D. (2007). Business “not” as usual: The national incident management system, federalism, and leadership. <i>Public</i>

		<p><i>Administration Review</i>, 67, 84-93.</p> <ul style="list-style-type: none"> • Rosenbloom, D. (2008). The politics-administration dichotomy in US historical context. <i>Public administration review</i>, 68(1), 57-60. • Alexander, J., & Stivers, C. (2020). Racial Bias: A Buried Cornerstone of the Administrative State. <i>Administration & Society</i>
Feb 24-March 2	Human Resources	<ul style="list-style-type: none"> • “The Role of Human Resources” and “Developing and Implementing Strategic HRM Plans” <i>Human Resources Management</i>. • Andrews, R., & Ashworth, R. (2015). Representation and inclusion in public organizations: Evidence from the UK civil service. <i>Public Administration Review</i>, 75(2), 279-288.
March 3-March 9	Decision Making	<ul style="list-style-type: none"> • Kettle, D. F. (2020) “Decision-Making: Rationality and Risk” <i>Politics of the Administrative Process</i> • Gaynor, T. S., & Blessett, B. (2014). Inequality at the Intersection of the Defense of Marriage Act and the Voting Rights Act: A Review of the 2013 Supreme Court Decisions. <i>Administrative Theory & Praxis</i>, 36(2), 261-267.
March 10-March 16	Leadership	<ul style="list-style-type: none"> • Kuye, J. O., & Mafunisa, M. J. (2003). Responsibility, accountability and ethics: The case for public service

		<p>leadership. <i>Journal of Public Administration</i>, 38(4), 421-437.</p> <ul style="list-style-type: none"> • Ospina, S., & Foldy, E. (2009). A critical review of race and ethnicity in the leadership literature: Surfacing context, power and the collective dimensions of leadership. <i>The leadership quarterly</i>, 20(6), 876-896.
March 17-March 23	Budgeting	<ul style="list-style-type: none"> • Key, V. O. (1940). The lack of a budgetary theory. <i>The American political science review</i>, 34(6), 1137-1144. • Marks Rubin, M., & Bartle, J. R. (2005). Integrating gender into government budgets: A new perspective. <i>Public Administration Review</i>, 65(3), 259-272.
March 24-March 30	Performance & Assessment	<ul style="list-style-type: none"> • USE HOLZER & SCHWESTER HERE
March 31-April 6	Ethics	<ul style="list-style-type: none"> • Svara, J. (2015) "Administrative Ethics: Ideas, Sources, and Development" <i>Ethics Primer for Public Administrators in Government and Nonprofit Organizations</i> Burlington, MA: Jones & Bartlett Learning 11-32. • McCandless, S., & Ronquillo, J. C. (2019). Social Equity in Professional Codes of Ethics. <i>Public Integrity</i>, 1-15.
April 7-April 13	Nonprofit Organizations	<ul style="list-style-type: none"> • "Defining the Nonprofit Sector and Civil Society" in LeRoux, K. & Feeney, M.K. (2015) <i>Nonprofit</i>

		<p><i>Organizations and Civil Society in the United States</i> New York: NY, Routledge</p> <ul style="list-style-type: none"> • Metelsky, B. A., Guo, C., & Eikenberry, A. (2019) “Nonprofit Governance from a Critical Perspective”
April 14-April 20	Technology	<ul style="list-style-type: none"> • Ray, R. (2020) “5 questions policymakers should ask about facial recognition, law enforcement, and algorithmic bias.” <i>Brookings Institute</i> • Howard, P., Busch, L., & Sheets, P. (2010). Comparing digital divides: Internet access and social inequality in Canada and the United States. <i>Canadian Journal of Communication</i>, 35(1).
April 21-May 3	No class: Book paper due	<ul style="list-style-type: none"> • FINAL PAPER DUE ON DEC 8TH AT MIDNIGHT

Appendix A: List of Books for Book Paper

- Balboa, C.M. (2018) The Paradox of Scale: How NGOs Build, Maintain, and Lose Authority in Environmental Governance Cambridge, MA: MIT Press
- Bass, Gary J. (2014) The Blood Telegram: Nixon, Kissinger, and a Forgotten Genocide. Vintage Press
- Bornstein, D. (2007) How to Change the World: Social Entrepreneurs and the Power of New Ideas Oxford, UK: Oxford University Press
- Buchanan, P. (2019) Giving Done Right: Effective Philanthropy and Making Every Dollar Count. Public Affairs Press
- Desmond, M. (2017) Evicted: Poverty and Profit in the American City Broadway Books
- Eggers, William D. & Macmillan, P. (2013) The Solution Revolution: How Business, Government, and Social Enterprises Are Teaming Up to Solve Society's Toughest Problems Cambridge, MA: Harvard Business Review Press
- Ferguson, Kath E. (1984) The Feminist Case Against Bureaucracy. Philadelphia, PA: Temple University Press
- Fukuyama, F. (2011) The Origins of Political Order Farrar, Straus, and Giroux
- Giridharadas, Anand (2018) Winner Takes All: The Elite Charade of Changing the World.
- Goodsell, Charles T. (2004) The Case for Bureaucracy: A Public Administration Polemic. Washington, DC: CQ Press
- Hampson, Sarah Cote (2017) The Balance Gap: Working Mothers and the Limits of the Law. Stanford, CA: Stanford University Press
- Heilemann, J. & Halperin, M. (2010) Game Change: Obama and the Clintons, McCain and Palin, and the Race of a Lifetime Harper Press
- Horace, M. (2018) The Black and the Blue: A Cop Reveals the Crimes, Racism, and Injustice in America's Law Enforcement Hatchette Books
- Leibovich, M. (2013) This Town: Two Parties and a Funeral-plus plenty of valet parking! Blue Rider Press
- Lewis, M. (2018) The Fifth Risk W. W. Norton & Company
- Maclean, John M. (2009) Fire on the Mountain: The True Story of the South Canyon Fire. New York, NY: Harper Perennial
- Mason, Lilliana (2018) Uncivil Agreement: How Politics Became Our Identity University of Chicago Press
- Michener, Jamila (2018) Fragmented Democracy: Medicaid, Federalism, and Unequal Politics. Cambridge University Press
- Picketty, T. (2017) Capital in the Twenty-First Century Belknap Press
- Reich, Rob (2019) Just Giving: Why Philanthropy is Failing Democracy and How it Can Be Done Better. Princeton, NJ: Princeton University Press
- Riccucci, Norma M. (1995) Unsung Heroes: Federal Execucrats Making a Difference. Washington, DC: Georgetown University Press
- Russakoff, Dale (2015) The Prize: Who's in Charge of America's Schools? Houghton Mifflin Haracourt
- Schwartz, N.D. (2020) The Velvet Rope Economy: How Inequality Became Big Business Doubleday Publishers

- Stivers, Camilla M. (2002). Bureau Men, Settlement Women: Constructing Public Administration in the Progressive Era. University Press of Kansas
- Stivers, C. (2002) Gender Images in Public Administration: Legitimacy and the Administrative State, 2nd Edition London, UK: Sage Press
- Toobin, J. (2007) The Nine: Inside the Secret World of the Supreme Court New York, NY: Doubleday Books
- Villanueva, Edgar (2018) Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance. Berrett-Koehler Publishers
- Vitale, A.S. (2018) The End of Policing Versos Press
- Weimer, David L. (2017) Behavioral Economics for Cost-Benefit Analysis: Benefit Validity When Sovereign Consumers Seem to Make Mistakes. Cambridge University Press
- Zunz, O. (2011) Philanthropy in America: A History Princeton, NJ: Princeton University Press

Appendix B: Book Paper Grading Rubric

Category	Low	Medium-Low	Medium-High	High
The student provided a clear synopsis of the book (6 points)	The student provided a very short and unclear synopsis of the book (0.5 points)	The students provided a synopsis of the book (2 points)	The students provided a comprehensive synopsis of the book (4 points)	The students provided a comprehensive synopsis of the book and identified how the book impacts the work of public administrators (6 points)
The student identified the main ideas of the book (6 points)	The student did not present the main thesis (or theses) of the book (0.5 points)	The student briefly talked about the thesis (or theses) of the book (2 points)	The student explained the author's thesis, how the author got to that point (4 points)	The student explained the author's thesis, how the author got to that point, and the student provided their perspective on the author's thesis (6 points)

The student connected the themes of the book to at least one module in the class (6 points)	The student mentioned briefly connected the book to a module (0.5 points)	The students discussed how the book connects to a module (2 points)	The student used the readings or the presentation from the class to discuss how the book connects to the class module (4 points)	The student used the readings and the presentation from the class to discuss how the book connects to the class module (6 points)
The student provided a clear recommendation for this book (6 points)	The student did not make a clear recommendation for the book (0.5 points)	The student made a quick recommendation regarding the book (2 points)	The student made a recommendation for the book and explained why. (6 points)	The student made a recommendation for the book and explained why, including the strengths and weaknesses of the book. (6 points)
Spelling & grammar (6 points)	There were many spelling errors (0.5 points)	There were some spelling errors (2 points)	There were a few spelling errors (4 points)	There were no errors in spelling and few errors in grammar (6 points)