

PUBLIC ADMINISTRATION
POLS 5210, FALL 2014
Section 0, CRN 40694
Meets Monday, 5:30 to 8:00 p.m. in Fletcher 416
3 Credit Hours

Instructor:- Dr. David Edwards
Office Hours:- Monday 3:00 to 4:30
or by appointment.

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CATALOG COURSE DESCRIPTION: Principles of government organization, management, financial control, personnel practices, and administration. Emphasis on current research.

COURSE OBJECTIVES AND CONTENT-

Most of us normally think of government in terms of those political actors who attract newspaper headlines or appear on the nightly news. We follow the confrontations between Republicans and Democrats in Congress over everything from health care reform to legislative schedules. We watch as political heavyweights campaign for the presidency. We may even follow the maneuverings of city council and county commission involving local issues such as annexation or tax rates. Few of us, however, pay much attention to how the decisions and policies developed in the political arena are put into action.

The practice of public administration represents the interface between governmental decision-making and citizen. Public managers are responsible for implementing the policies and programs that come out of the legislative, executive, and judicial branches of government. Those at the higher reaches of public service participate directly in policy formulation while those involved in service delivery, the “street-level bureaucrats,” shape public policy in the implementation process.

This course focuses on these (mostly) unelected governmental actors. Public administration as a field of study covers a lot of territory, ranging from budgeting to behavioral science; from constitutional theory to human resource management; from political philosophy to program evaluation. In fact, the field is so broad that some observers question whether it is a discipline at all! We will not be able to address the entire range and scope of the field during the course of one semester. Instead, we will focus on the role of the public administrators in the management of public agencies and programs as well as their place and importance in the American regime.

The course is divided into three emphases. To begin, we will focus on the history and intellectual threads running through the field. In addition, we will consider the context of public administration in the United States including environmental and institutional features that determine how public managers behave and what they are able to accomplish. Secondly, we will consider the public administrator as manager. Of special importance, we will explore innovation tools available to public managers that can be used in attempting to deliver public services more effectively and barriers to the application of those tools. We will end the semester with a consideration of the “larger” issues of public administration, particularly the importance of ethical behavior among those charged with managing public programs.

REQUIRED TEXTS (Available in bookstore)

Jay M. Shafritz and Albert C. Hyde, *Classics of Public Administration* (7th ed.).

Michael W. Spicer, *The Founders, the Constitution, and Public Administration*.

Additional **required** readings and case studies will be available on the course Blackboard site at <http://www.utc.edu/learn/>.

RECOMMENDED TEXT

Nicholas Henry, *Public Administration and Public Affairs* (11th or 12th ed.)

Students are also encouraged to join the American Society for Public Administration (ASPA). This is the premiere professional organization for the field of public administration. Student memberships are reasonably priced and offer subscriptions to both *The Public Administration Review* and *The PA Times*. Section memberships are also available at extra cost. Sections deal with special interests such as state/intergovernmental issues, organization development, and public personnel management. If you want to stay current with developments and debates within the field, membership in ASPA is essential. To join, visit <http://www.aspanet.org>. **IMPORTANT-**When you join ASPA you will be asked to designate a home chapter. You should designate the Tennessee Valley Chapter (136).

COURSE REQUIREMENTS

Your grade for this course will be based on a combination of exams, an oral presentation, participation in a team project, an essay on the Spicer book, and class preparation and participation.

A. Class Preparation and Participation- This course will be taught as a seminar, defined as:

1 : a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions; **2** : an advanced or graduate course often featuring informality and discussion; **3** : a meeting for giving and discussing information. (From WWWebster dictionary.)

As the definition suggests, your preparation and participation will determine the success of this course. I expect each student to read **all** assignments and to come to class prepared to raise issues based on the readings and to participate fully in discussing those issues.

In order to facilitate the discussion, each student will submit **three questions based on assigned readings no later than 5:00 p.m. on Sunday before the class session in which the topic is scheduled for discussion in class.** Each question should come from a different assigned reading. Questions should be submitted by email to David-Edwards@utc.edu.

Two points:

The submission deadline will be strictly observed. Late submissions will not be accepted without a documented excuse.

Questions **must** be typed into the body of the email message **with no special formatting** (bullets, italics, etc.). **Do not** send your questions as email attachments.

Question lists will be graded for content, spelling, and grammar, and will constitute **part** of your total preparation and participation grade. If necessary, I will use these questions to **begin** discussion, but it will be up to the class to guide discussions into useful channels.

B. Book Critique- Students are required to write a critique of the book, *The Founders, the Constitution, and Public Administration*. Critiques should summarize the main points raised by the author and provide an analysis of his conclusions. In addition, critiques should discuss the relevance of the book for managing public agencies.

Book critiques **must** be typed and double-spaced. They should be no longer than six pages in length, and are **due on September 15.**

C. Team Project- I will divide the class into teams. Details regarding the team project will be provided separately. Note here, however, that all members of each team **must** participate fully in the project. Final written team reports are **due on November 17 and in-class presentations are scheduled for the same date.**

D. Article Analysis and In-class Presentation- Each student is required to prepare at least one and no more than two critical reviews of assigned course readings. I will assign particular readings to individuals for review. In addition, each student will present their article analyses in class. The written critique and the in-class presentation will each be graded separately, and then averaged to derive the overall grade for this course component.

In preparing critiques, students should focus on the most important points raised by the reading, its relation to the topic under consideration, and its implications for public administration. In-class presentations should be no longer than twenty minutes in length. Students may use presentation software (PowerPoint is available in the MPA Computer Lab) or provide copies of handouts as appropriate. **Take the presentation seriously.** Practicing ahead of time will enhance your presentation and your grade.

Article analyses must be submitted to the instructor by email attachment no later than 4:00 p.m. on the day it is to be presented in class. Presentation handouts, PowerPoint presentations, or other presentation aids, should also be submitted along with the analysis.

E. Final Exam- A final exam will be given on the day and at the time published in the university final exam schedule. The final will consist of three to five questions requiring essay responses. Students will choose two of the questions to answer. The final exam will be graded on both content and grammar.

GRADING SUMMARY	
Preparation and Participation	20%
Book Critique	20%
Team Project	20%
Article Analyses/Presentations	20%
Final Exam	20%

Absences: Each unexcused absence will result in a penalty of 2 points deducted from your final grade. This policy will be strictly observed.

Email: The University uses an aggressive spam filter that may block email messages from non-UTC domains. To assure that your email messages are delivered, you should **use your UTC email account for this course.** If you have problems accessing your email account, contact the Help Desk at 423/425-4000.

Cell Phone: Turn it off or, if you must leave it on for emergency purposes, put it on vibrate.

How to get an A in this class—An A is the highest grade that can be earned. It signifies **outstanding** work. It means not only adequate preparation, but also cogent analysis, both in written work and class discussion; not only well-written assignments, but also work that is grammatically correct, free of spelling and syntax errors. It means that deadlines are met. In short, an A is reserved for those who do work of the caliber expected in a graduate program. Doing the minimum required does not justify an A.

COMMUNICATION: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000.

ACCOMMODATION STATEMENT: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall. <http://www.utc.edu/Administration/DisabilityResourceCenter/>.

COUNSELING CENTER STATEMENT: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438. <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>.

HONOR CODE PLEDGE (from the [UTC Student Handbook](#)): I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and the I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

COURSE OUTLINE

<u>Target Dates</u>	<u>Topics</u>
August 18	The Context of Public Service- Politics, Accountability, and Intergovernmental Relations
August 25	Teambuilding Exercise (Meet at Challenger Center no later than 5:30)
September 1	LABOR DAY HOLIDAY
September 8	The Context of Public Service- Politics, Accountability, and Intergovernmental Relations (continued from August 18)
September 15	BOOK CRITIQUE DUE Practitioner Panel
September 22	A Brief History of American Public Administration
September 29	Performance <u>and</u> Accountability or Performance <u>or</u> Accountability?
October 6	Team Project Work Session
October 13 (Online)	Innovation Strategies 1— Productivity and Performance Management
October 20	FALL BREAK
October 27	Innovation Strategies 2— Restructuring and Reengineering
November 3	Innovation Strategies 3— Leadership and Team Management
November 10 (Online)	Innovation Strategies 4—Collaborative Networks
November 17	Team Project Presentations TEAM PROJECT WRITTEN REPORTS DUE
November 24	Ethics in Public Service
December 1	Ethics in Public Service
December 8	Final Exam

Note: The Instructor reserves the right to make minor modifications in the syllabus based on student interest and time constraints.

**POLS 5210- Public Administration
Reading List A**

August 18—The Context of Public Service- Politics, Accountability, and Intergovernmental Administration

August 25—Teambuilding at the Challenger Center

September 1—Labor Day Holiday

September 8— Continue the Context of Public Service- Politics, Accountability, and Intergovernmental Administration

Required Readings:

Classics, Reading 15- Paul Appleby, "Government is Different."

Classics, Reading 43- David H. Rosenbloom, "Public Administrative Theory and the Separation of Powers."

Classics, Reading 39- Graham T. Allison, "Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects?"

Classics, Reading 23- Morton Grodzins, "The American System."

Available on course web page-

Rand, Ayn, "The Nature of Government."

Wildasin, David E., "Intergovernmental Transfers to Local Governments."

Gerken, Heather A., "Our Federalism(s)."

Supplemental Readings:

Henry, Chapter 1- "Big Democracy, Big Bureaucracy."
Chapter 12- "Intergovernmental Administration."

September 15— BOOK CRITIQUE DUE

Practitioner Panel

September 22—A Brief History of American Public Administration

Classics, Reading 1- Woodrow Wilson, "The Study of Administration."

Classics, Reading 4- Frederick W. Taylor, "Scientific Management."

Classics, Reading 9- Luther Gulick, "Notes on the Theory of Organization."

Classics, Reading 16- Herbert Simon, "The Proverbs of Administration."

Classics, Reading 31- H. George Frederickson, "Toward a New Public Administration."

Classics, Reading 50- Camilla Stivers, "Toward a Feminist Perspective in Public Administration Theory."

Available on course web page-

Vincent Ostrom, A Theory of Democratic Administration: The Rejected Alternative, From The Intellectual Crisis in American Public Administration, 1989.

Supplemental Readings:

Henry, Chapter 2- "Public Administration's Century in a Quandary."