

PAD 3003: Public Administration in American Society

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Fall 2021

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Office Hours: by appointment
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Dates: August 23 – December 10, 2021
Class Hours: *asynchronous*
Class Room: *online*

Course Description

This course is designed to introduce students to the theory and practice of public administration. In this course, you will learn about the foundations of public administration and public sector ethics, probe historical and contemporary questions concerning the field, and analyze practical and ethical challenges facing public administrators. In class sessions we shall study how successful administrators gain support from the public and attain legitimacy through the use of reason and ethics while solving pressing societal problems. In addition, we will examine civil servants' actions grounded in benevolent service to citizens as they strive to produce the greatest good for the greatest number through the use of discretion in the administration of public affairs.

This course covers the essential elements of public administration, including public ethics and values, organizational theory, human resource management, leadership, program evaluation, public budgeting, and citizen participation. Students will be expected to demonstrate their understanding of the ideas presented in the course and apply their knowledge to critically evaluate the decisions of public administrators and governmental actors from an ethical perspective.

Course Objectives

After this course, you should be able to:

1. Identify and understand the core concepts of public administration.
2. Critically evaluate the ethical dimensions of administrative decisions.
3. Understand why public servants derive their authority from the people, and why, as stewards to the people, administrators are obliged to make sure that government is managed in an effective, efficient, and responsible manner.
4. Familiarize yourself with different management functions of government.
5. Learn how public administration has evolved from its historical roots to contemporary manifestations of ethically engaged and socially responsible citizens.

Course Materials

Textbook: Holzer, M., & Schwester, R. W. (2019). *Public administration: An introduction* (Third Edition). Routledge. ISBN: 978-1138579668. (Click [here](#) for a glance at the book's information.)

Other materials: Additional readings and assignments will be posted on the course's Canvas site (<https://canvas.fsu.edu>). Articles and multimedia will be posted under each module.

Liberal Studies Objectives for Ethics and Social Responsibility

The Askew School is proud to participate in the Liberal Studies for the 21st Century Program at Florida State University. The school's mission is "To Promote Scholarship, Democratic Governance, and Integrity." We are in the 'business' of preparing students to competently serve fellow citizens locally, nationally, and globally. Aristotle believed that democracies were likely to fail because a majority of the citizens of his era were ignorant. Founders of the American republic, notably George Washington and Benjamin Franklin as well as Thomas Jefferson, knew of Aristotle's belief. To prove Aristotle wrong, Washington and other founders emphasized the importance of educating all future citizens in such topics as history and philosophy in addition to science and mathematics. FSU's liberal studies curriculum builds an educational foundation that will enable graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies offers a transformative experience; this course has been approved as meeting the Liberal Studies requirements and thus is designed to help you become an ethically engaged and socially responsible citizen.

In this course, students will examine views of morality and socially responsible behavior by developing and applying historically and culturally sensitive knowledge and skills to real-world ethical problems. In achieving this larger goal, students will demonstrate the ability to:

1. Identify, comprehend, and resolve ethical problems and their ramifications in a thorough and responsible manner; and evaluate ethical positions.
2. Recognize and evaluate the historical and/or cultural contexts that shape ethical perspectives.
3. Articulate views on the nature of social responsibility and its importance.

Assignments and Exams

Short Essays

You will be required to complete 5 short essays. Each essay should be 400 - 600 words, excluding references. Your essays should be double-spaced in 12-point Times New Roman with standard one-inch margins. When writing the essays, you should include an introductory paragraph clearly articulating your argument, 1 or 2 paragraphs about your actual argument with examples, and a concluding paragraph summarizing the points made in the prior sections of the essay. All references should be cited according to the American Psychology Association (APA) style (7th edition) in author-date format with a separate reference section located at the end of the essay. It is recommended that you consult the citation guides provided [here](#).

Essay questions will be distributed on Monday every two weeks. You will finish an essay in one week and submit it by Sunday at 11:59 PM. These essays are worth a total of 300 points and together count as 30% of your final grade. A grading rubric will be provided.

A late essay will be accepted for up to 3 calendar days after its original due date. A penalty of 5 points will be deducted for each day after the assignment is due within a 3-calendar-day-

window. No late submission will be accepted after then. Accordingly, late submissions will be assessed as follows:

1-3 days late 5-point deduction per day late
3+ days late 0 credit for the assignment

Quizzes

There will be 5 quizzes given throughout the semester. Each of quizzes will be worth 60 points and covers the materials after the previous quiz. The quizzes will be available for 1 week, starting on Monday and closing on Sunday at 11:59 PM ET. You will have only one attempt to fully complete the quizzes online in the allowed time. The allowed time for completion will be 45 minutes, but is subject to change at the instructor's discretion. Quizzes may include multiple choice, multiple answer, and true or false questions. Quizzes are worth a total of 300 points and count as 30% of your final grade.

Makeup quizzes will be permitted for university-approved excuses only. Please use a reliable internet connection when taking all course exams. If you experience any technical difficulties with Canvas, you can contact their support team directly. A disconnection will result in the quiz being labeled "completed" by the Canvas system regardless of the progress made by students. While quizzes are open-note, you may not collaborate with other students. Any violation of this policy is a violation of the university's Academic Honor Policy.

Midterm Exam

The midterm exam will include all course materials covered during the lectures and in the assigned readings by Week 7. The exam may involve multiple choice, multiple answer, and true or false questions. You will have one attempt to complete the exam online in 45 minutes. The exam will be available on October 4, 2021 and will be due on October 8, 2021 at 11:59 PM ET. The exam is worth 100 points and counts as 10% of your final grade.

While the exam is open-note, you may not collaborate with other students. Any violation of this policy is a violation of the university's Academic Honor Policy. Make-up exams will be permitted only in cases where a university accepted excuse is provided to the instructor. E-mail or phone call notices of illness without documentation of such illness will not constitute an acceptable excuse.

Final Exam

Similar to the midterm exam, the final exam will include all course materials covered during the lectures and in the assigned readings across this semester. The exam may involve multiple choice, multiple answer, true or false, and open-ended questions. You will have one attempt to complete the exam online in 120 minutes. The exam will be available on December 6, 2021 and will be due on December 10, 2021 at 11:59 PM ET. The exam is worth 100 points and counts as 30% of your final grade.

While the exam is open-note, you may not collaborate with other students. Any violation of this policy is a violation of the university's Academic Honor Policy. Make-up exams will be permitted only in cases where a university accepted excuse is provided to the instructor. E-mail or phone call notices of illness without documentation of such illness will not constitute an acceptable excuse.

Course Policies

Grading Policy

The course grade is determined by the following components:

Short Essays	30%
Quizzes	30%
Midterm Exam	10%
Final Exam	30%

Final scores will be rounded to the nearest integer. Final grades will be assigned according to the following scale:

A	93 – 100	C+	77 – 79
A-	90 – 92	C	73 – 76
B+	87 – 89	C-	70 – 72
B	83 – 86	D	60 – 69
B-	80 – 82	F	0 – 59

Class Participation

The course format is asynchronous instruction, meaning that there are no dedicated in-class meetings or any required live video chat interactions. It is the student's responsibility to complete the readings during the week for which they are assigned. Completion of the required readings and viewing of the lectures are essential for satisfactory performance in the class. Students are responsible for knowing the due dates of assignments and keeping up with the course as the semester progresses. All assignments will be completed on Canvas. To fully participate in the course students will be expected to have an FSU e-mail account and access to the Internet. If you do not have an active email account, please contact the instructor so that we can assist you in getting signed up. All course communication will be done through your university email address or on Canvas. You can find FSU attendance and excused absence policies [here](#).

University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. See *Undergraduate Academic Regulations and Procedures* for more details at https://registrar.fsu.edu/bulletin/undergraduate/information/academic_regulations/.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading and living up to the Academic Honor Policy. Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a grade of "zero" (0) for that particular assignment. The instructor reserves the right to use all means at his/her disposal to screen for plagiarism, including electronic citation checking (SafeAssign, Turnitin included). For more information, see <https://fda.fsu.edu/academic-resources/academic-honor-policy>.

Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) Register with and provide documentation to the Student Disability Resource Center; and (2) Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact the Office of Accessibility Services (<https://dsst.fsu.edu/oas>).

Student Conduct Code

Everyone in this class is expected to adhere to principles embodied in the FSU Student Conduct Code, available at <https://sccs.fsu.edu/conduct-codes>. This code essentially requires everyone to maintain the highest professional standards of conduct in this class, whether in face-to-face meetings or online communications. Violation of the conduct carries a range of penalties that can vary from a reduced grade to expulsion.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advance notice. The instructor reserves the right to add extra-credit opportunities (e.g., additional assignments or quizzes) and adjust the percentage composition of final grades accordingly.

Class Schedule

The following is a *tentative* schedule for the course.

Week of...	Sections
08/23	First Day Attendance
08/30	Introduction to Public Administration I
09/06	Introduction to Public Administration II
09/13	Organizational Theory and Management
09/20	Human Resource Management in the Public Sector
09/27	Public-Sector Leadership and Organizational Culture
10/04	<i>Midterm Exam</i>
10/11	Public Decision-Making
10/18	Politics and Public Administration
10/25	Intergovernmental Relations and Collaborative Governance
11/01	Public Performance and Program Evaluation
11/08	Digital Governance
11/15	Public Budgeting and Citizen Participation
11/22	<i>Thanksgiving Day Holiday. NO CLASS.</i>
11/29	Final Exam Review
12/06	<i>Final Exam</i>

Detailed Course Schedule, Readings, and Assignments

- Readings under each week's module must be read *before* the class in that specific week.
 - Assignments should be submitted *only* via Canvas by the due date before 11:59 PM ET. See the syllabus for more information.
 - This document is a guide for the course and is subject to change with advance notice. The instructor reserves the right to change reading materials, assignment deadlines, etc.
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Week 1 August 23 - 29

First Day Attendance

Objectives: Introductions and course outline.

Required reading: Syllabus

Assignment:

- **Syllabus Quiz** available on Canvas from August 23, due on August 24. **Failure to complete this quiz will result in dropping from the course.**

Week 2 August 30 11 - September 5

Introduction to Public Administration I

Objectives: After completing this session students should (1) know the historical relationship between politics and administration; (2) understand why some advocate that administration is studied separate of politics; (3) understand the role of nonprofit sectors.

Required readings:

- Textbook, Chapter 1 What public administration entails
- Goodnow, 1990, Politics and administration (*posted on Canvas*)
- Roberts, 2018, The aims of public administration (*posted on Canvas*)

Optional materials:

- Khan Academy, [Federalism in the United States](#) (*video*)

Week 3 September 6 - 12

Introduction to Public Administration II

Objectives: After completing this class session students should: (1) understand the perspectives regarding the image of civil servants; (2) know how professional associations help redefine values of public service; (3) and learn how administration functions within a political system.

Required readings:

- Textbook, Chapter 14 The future of public administration
- Caillier, 2018, The priming effect of corruption and bureaucracy bashing on citizens' perception of an agency's performances (*posted on Canvas*)

Optional materials:

- de Boer, 2020, How do citizens assess street-level bureaucrats' warmth and competence? A typology and test (*posted on Canvas*)
- del Pino et al., 2016, Conceptualizing and explaining bureauphobia: Contours, scope, and determinants (*posted on Canvas*)

Assignment:

- **Quiz 1** available on Canvas from September 6, due on September 12

Week 4 September 13 - 19

Organizational Theory and Management

Objectives: After taking this session, students should be able to (1) compare and contrast different schools of thought in organization studies (e.g., classical, neoclassical, human relations, and contemporary); (2) understand the importance of both formal and informal organizations; and (3) understand how to ethically manage and treat employees.

Required reading:

- Textbook, Chapter 2 Organizational theory and management

Optional materials:

- Chaplin, 1936, [Modern Times: Factory Scene](#) (*video*)
- Harvard Business Review, 2019, [The explainer: 4 signs that masculinity contests are holding back your company](#) (*video*)

Assignment:

- **Essay 1** available on Canvas from September 13, due on September 19

Week 5 September 20 - 26

Human Resource Management in the Public Sector

Objectives: After completing this week, students should be able to (1) understand the basic ideas associated with human resources management in the public sector; (2) discuss the contributions and problems associated with government employment; (3) learn how to deal with ethical issues in the management of human resources.

Required readings:

- Textbook, Chapter 6 Managing human resources
- Ritz et al., 2016, Public service motivation: A systematic literature review and outlook (*posted on Canvas*)

Optional materials:

- Chen et al., 2019, Winothing out high-PSM candidates: The adverse selection effect of competitive public service exams (*posted on Canvas*)
- Ingram et al., 2000, People and performance: Challenges for the future public service-the report from the Wye River Conference (*posted on Canvas*)

Assignment:

- **Quiz 2** available on Canvas from September 20, due on September 26

Week 6 September 27 - October 3

Public-Sector Leadership and Organizational Culture

Objectives: After taking this session, students should comprehend: (1) the management functions of leading people in public sectors; (2) understand prevailing leadership theories; (3) know leadership and power, as well as the importance of effective communication; (4) learn the context of organizational culture.

Required readings:

- Textbook, Chapter 8 Public-sector leadership
- Bowditch et al., 2008, Chapter 10 Organizational culture and effectiveness. In *A primer on organizational behavior* (7th Edition). John Wiley & Sons. Inc. (*posted on Canvas*)

Optional material:

- Bowditch et al., 2008, Chapter 7 Leadership, power, and the manager. In *A primer on organizational behavior* (7th Edition). John Wiley & Sons. Inc. (*posted on Canvas*)

Assignment:

- **Essay 2** available on Canvas from September 27, due on October 3

Week 7 October 4 - 10

Midterm exam available on Canvas from October 4, due on October 8 (Friday)

Week 8 October 11 - 17

Public Decision-Making

Objectives: After completing this session, students should be able to (1) understand theories concerning how decisions are made in complex public organizations, (2) learn how to evaluate whether or not such decisions are ethical, and (3) develop a normative ethical base for making decisions in public organizations.

Required readings:

- Textbook, Chapter 7 Public decision-making
- Irvin & Stansbury, 2004, Citizen participation in decision making: Is it worth the effort? (*posted on Canvas*)

Optional material:

- Yang & Pandey, 2011, Further dissecting the black box of citizen participation: When does citizen involvement lead to good outcomes? (*posted on Canvas*)

Assignment:

- **Quiz 3** available on Canvas from October 11, due on October 17

Week 9 October 18 - 24

Politics and Public Administration

Objectives: After completing this class session students should: (1) be able to identify the interaction between political forces and administration of public services; (2) understand the relationship between legislative bodies, administration, and special interests; (3) be able to identify ethical dilemmas associated with bureaucratic discretion.

Required readings:

- Textbook, Chapter 3 Politics and public administration
- Lipsky, 1980, Chapter 2 Street-level bureaucrats as policy makers. In *Street level bureaucracy: Dilemmas of the individual in public services*. Russell Sage Foundation (*posted on Canvas*)

Optional material:

- Carpenter & Krause, 2012, Reputation and public administration (*posted on Canvas*)

Assignment:

- **Essay 3** available on Canvas from October 18, due on October 24

Week 10 October 25 - 31

Intergovernmental Relations and Collaborative Governance

Objectives: After completing this session, students should be able to (1) know the basic concepts of collaborative government and intergovernmental relations, (2) understand the potential benefits and costs of collaboration in public service delivery, and (3) understand how to assess governance networks in a democratic society.

Required readings:

- Textbook, Chapter 4 Intergovernmental relations
- Ansell & Gash, 2007, Collaborative governance in theory and practice (*posted on Canvas*)
- Scoot & Thomas, 2016, Unpacking the collaborative toolbox: Why and when do public managers choose collaborative governance strategies? (*posted on Canvas*)

Assignment:

- **Quiz 4** available on Canvas from October 25, due on October 31

Week 11 November 1 - 7

Public Performance and Program Evaluation

Objectives: After completing this class session students should: (1) know how organizations seek to effectively and ethically improve performance in the public sector; (2) understand how organizations ethically assess performance of public policies; (3) know what are the different types of empirical data used in the evaluation of public programs.

Required readings:

- Textbook, Chapter 10 Public performance & Chapter 11 Program and policy assessment

- Behn, 2003, Why measure performance? Different purposes require different measures (*posted on Canvas*)

Optional material:

- Office of Management and Budget, 2003, [Performance measurement challenges and strategies](#) (*web page*)
- James & Van Ryzin, 2017, Incredible good performance: An experimental study of source and level effects on the credibility of government (*posted on Canvas*)

Assignment:

- **Essay 4** available on Canvas from November 1, due on November 7

Week 12 November 8 - 14

Digital Governance

Objectives: After completing this class session students should: (1) know what are the opportunities brought by the digital technologies to public administration; (2) understand the challenges of digital governance and how they may change social equity and management ethics.

Required reading:

- Textbook, Chapter 13 Technology and public administration

Optional material:

- Dunleavy et al., 2005, New public management is dead—Long live digital-era governance (*posted on Canvas*)
- Young, Bullock, & Lecy, 2019, Artificial discretion as a tool of governance: A framework for understanding the impact of artificial intelligence on public administration (*posted on Canvas*)

Assignment:

- **Quiz 5** available on Canvas from November 8, due on November 14

Week 13 November 15 - 21

Public Budgeting and Citizen Participation

Objectives: After finishing this session, students should be able to (1) know the basics concepts and theories associated with public budgeting, (2) understand the role of citizen participation in policymaking, and (3) recognize and understand how to deal with ethical dilemmas in budgeting policymaking.

Required readings:

- Textbook, Chapter 9 Public budgeting
- Abdel-Monem et al., 2016, Policymakers' perceptions of the benefits of citizen-budgeting activities (*posted on Canvas*)

Optional material:

- Rubin & Nicholson, 2020, The people's voice, the people's choice: An overview of participatory budgeting in the United States (*posted on Canvas*)

Assignment:

- **Essay 5** available on Canvas from November 15, due on November 21

Week 14 November 22 - 28

Thanksgiving Day Holiday. No class.

Week 15 November 29 - December 5

Final Exam Review

Week 16 December 6 - 12

Final exam available on Canvas from December 6, due on December 10 (Friday)