



Public Administration in Modern Society

Wednesdays 6:00 – 8:45 pm
51/1103
CRN: 11117

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Office hours: Tuesdays and Wednesdays, 3:00pm – 5:30 pm; and by appointment.

Course Summary

This is the gateway course for the Masters of Public Administration program. It will introduce you to the core components of leading and managing public agencies, the development of the theories on how best to do this over time, and how the discipline fits into modern democratic institutions.

Course Objective

Upon completion of the course, students will have a general understanding of how to manage public organizations, the complexities involved, and how public administration relates to politics, governing, and everyday life.

Students will also develop and hone skills throughout the course that will enable them to:

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry;
- to understand local governance in a global context.

Course Format

There will be between 3-4 readings per week. All readings must be completed *prior* to class and you will need to be prepared to discuss each one when class meets. It is strongly encouraged that you take notes about the key points, highlights, and how each reading fits with the week's topic. Be sure to bring them with you for class discussions.

Each class will be framed around the weekly question posed in the syllabus. It is strongly recommended that you do the readings in the order listed in the syllabus. They are listed in chronological order, and reading them in succession will give you a better feel for how each topic has developed over time.

Each week, I will provide the context for the readings, and any other information needed to frame the discussion. This is a graduate program, and as such, I will not be giving the 'traditional' lecture (me speaking, you taking notes to regurgitate the information on a test, then forget what you have memorized). Class discussion revolves around the framing question noted in the syllabus for each week, with input from all students as questions are posed.

At the conclusion of the class, you should have an understanding of not only the different aspects of public administration, but also how each aspect has changed over time, and some ideas on the possibilities of where it may go in the future.

Professional Interactions

Be respectful and professional when you communicate with me, especially through email. Use this general “professional rule” when you email anyone in a professional setting (anyone who is not your friend or family member). General Rule: Use a greeting and address the person with their formal name (based on education) and conclude with a closing and your full name. In a university setting, you should address your instructors as “Dr.” or “Professor” and then last name. You may call me “Dr. Dumont” or “Professor Dumont.” You should also always spell check, edit for grammar and punctuation, etc. I suggest you use these guidelines for all of your courses at UNF and other professional experiences. Additionally, your professors at UNF teach more than one course, so you should specify (either in the subject or the body of the email), which course your question is in regard to.

Course Materials

Required Course text:

Shafritz, J. and Hyde, A. (2012). *Classics of Public Administration*, 7th ed. Boston: Wadsworth Cengage Learning.

Make sure you have the 7th edition. The readings change between editions.

→ Purchasing the book through Amazon.com is a much cheaper alternative than the bookstore; \$69.59 versus \$149.25 used) ←

Additional articles and material will be posted on Canvas.

In addition to the texts, students are **required** to create accounts on *Canvas* during the first week of class. This site will be utilized for important course announcements, student grades, other course materials as well as a tool for you to communicate with your classmates and me. Your summaries will be submitted through Canvas.

Please check Canvas at least once per day for messages/notifications.

Calculation of Grades

Your grade in this course will consist of your performance on two exams (a midterm and a final exam), an initial writing assignment, and four summaries of assigned readings. The following is a breakdown of how the grades will be determined:

Initial writing assignment	10%	(100 points)	The grading scale is as follows:
Midterm Exam	10%	(100 points)	A >470; A- 450-469
4 Summaries (50 pts each)	20%	(200 points)	B+ 435-449; B 420-434; B- 400-419
Final Exam	10%	<u>(100 points)</u> (500 points)	C+ 385-399; C 360-384
			D 300-359
			F < 300

To calculate your grade, simply add the total points earned to determine how many more points you need to earn in order to get your desired grade.

Assignments

Initial writing assignment

The initial writing assignment will be a chance for me to provide feedback to you on your writing and how well you follow the rubric with regard to formatting and following directions. The assignment will be single-spaced, Times New Roman font, 1-inch margins, and 1 page in length. That means one full page of text. Follow the summary rubric.

This assignment must be submitted through Canvas, in the 'assignments' tab prior to the start of class on January 15.

Initial writing assignment: Given what we've discussed in this class so far, assess Woodrow Wilson's classic 1887 essay on "The Study of Administration."

Summaries

There will be four (4) summaries for this class. The summaries will be **single-space, using Times New Roman font, 1 inch margins, and 1 page max in length.** The summary needs to summarize the key point(s) of the reading in your own words.

Each summary must be uploaded twice to Canvas:

1. Once in the 'class summaries' tab **24 hours prior to the start of class** so your classmates can read it to prepare for class.
2. Once in the 'assignments' tab under "summary 1" for your first summary; "summary 2" for your second, etc. This allows me to grade them and provide you feedback through Canvas.

Remember to follow the rubric for the grading schematic.

Midterm and Final

Both the midterm and the final will be essay exams.

Class Schedule Overview

Module	Week	Date	Topic	Readings
	1	1/8	Introductions, Syllabus Review, Brief overview of field	Timeline
Module 1 – History	2	1/15	Defining Public Administration	Wilson White Waldo
	3	1/22	Public Administration and Politics	Goodnow Appleby Kaufman
Module 2 – Guides	4	1/29	Ethics	Mosher, et al. Thompson O'Leary Adams and Balfour
	5	2/5	Reinvention	Simon Stivers Frederickson
	6	2/12	Public Policy	Lindblom Lowi Kingdon Stone

Module 3 - Structure	7	2/19	Midterm	
	8	2/26	Bureaucracy	Weber Bennis Lipsky
	9	3/4	Organization Theory and Behavior	Taylor Barnard Katz & Kahn Ott
	10	3/11	Intergovernmental Relations	Grodzins Wright Nye
		3/18	Spring Break	
Module 4 - Tactics	11	3/25	Human Resources	Maslow McGregor Krislov Mosher
	12	4/1	Budgeting	Willoughby Levine Caiden
	13	4/8	Evaluation	Rivlin Pressman and Wildavsky NPR
	14	4/15	Public Management	Addams Allison Moore Benington and Moore
	15	4/22	Final Exam	

Detailed Class Schedule: *

Module 1: The History & Environmental Forces – Public administration’s development.

Module Guide: What you see as public administration today is just a moment in time in the ever-changing field. What was it like in the past, and what can you see it changing to in the future?

Week 1 **Introduction / review syllabus and expectations**

Public administration had changed dramatically over time, from its role to its construction. What are some of the highlights and can you connect any with today’s public administration?

Reading:

Development of public administration timeline

Optional (and strongly suggested) readings:

Early Voices in the First Quarter Century 1880s – 1920s	p. 2-13
New Deal to Mid Century 1930s – 1950s	p. 67-77
From JFK to Civil Service Reform 1960s – 1970s	p. 171-182
From Regan to Reinvention 1980-1990s	p. 371 – 388
Public Administration in the 21 st Century	p. 563 – 567

Week 2

Defining Public Administration

What is "public administration"? Do you see any of the concepts from the readings in the administration of today's public policies?

Readings:

Wilson, "The Study of Administration"	p. 16 – 28
White, "Introduction to the Study of Public Administration"	p. 50 – 57
Waldo, "The Administrative State"	p. 141 – 143

Initial writing assignment due: Given what we've discussed in this class so far, assess Woodrow Wilson's classic 1887 essay on "The Study of Administration."

Dr. Candler will be coming into class at 7:45 to introduce you to the Masters in Public Administration program and answer any questions you have. We will break at 7:30 tonight.

Week 3

Public Administration and Politics

According to the readings, is the administration of public policies removed from politics? How or how not? How are they connected?

Readings:

Goodnow, "Politics and Administration"	p. 29 – 31
Appleby, "Government is Different"	p. 122 – 126
Kaufman, "Administrative Decentralization and Power"	p. 264 – 273

Module 2: Guides – The principles that guide public administrator in a democratic system.

Module Guide: The theoretical guides discussed in this module help in administrative decision-making. How are ethics and accountability connected to the implementation of public policy? Have they changed over time?

Week 4

Ethics

What does it mean for a public administrator to act in an ethical way?

Readings:

Mosher, et al., "Watergate's Implications"	p. 321 – 327
Thompson, "The Possibility of Administrative Ethics"	p. 460 – 467
O'Leary, "The Ethics of Dissent"	(Canvas)
Adams and Balfour, "Unmasking Administrative Email"	p. 598 – 609

Week 5

Reinvention

Government is in a constant state of reinvention, for many reasons. According to this week's readings, what are the arguments for reinvention? Are they doable? What are the implications?

Readings:

Simon, "The Proverbs of Administration"	p. 127 – 139
Frederickson, "Towards a New Public Administration"	p. 294 – 305
Stivers, "Towards a Feminist perspective"	p. 505 - 512

Week 6

Public Policy

According to the readings, how is public policy developed? How do public administrators implement it in the 'real world'? Do you agree and why?

Readings:

Lindblom, "The Science of Muddling Through"	p. 159 – 169
Lowi, "The End of Liberalism"	p. 277 – 280

Kingdon, "How Does an Idea's Time Come?" p. 454 – 459
Stone, "Policy Paradox" p. 591 – 597

Week 7 **Midterm**

Module 3: Structure – The structure and design of the agencies/departments impact those who work in them and the outcomes that are (or are not) achieved.

Module Guides: How do the theoretical underpinnings of organization theory and behavior, the bureaucratic structure, and intergovernmental relations fit together? Is the connection a positive, negative, or both, and why?

Week 8 **Bureaucracy**

What is the bureaucratic structure and why has it lasted so long? Does it work as the readings state?

Readings:

Weber, "Bureaucracy" p. 44 – 49
Bennis, "Organizations of the Future" p. 218 – 228
Lipsky, "Street Level Bureaucracy" p. 412 – 417

Week 9 **Organization Theory and Behavior**

Do you see examples of organizational structure mentioned in the readings? While most of the readings focus on the formal structure of organization, one focuses on informal structures. Why is this important for public administrators to know?

Readings:

Taylor, "Scientific Management" p. 37 – 39
Barnard, "Informal Organizations" p. 95 – 99
Katz & Kahn, "Organizations and the Systems Concept" p. 186 – 195
Ott, "Understanding Organizational Culture" p. 490 – 495

Week 10 **Intergovernmental Relations**

How are intergovernmental relations, information technology, and networks connected? How do they impact public administration?

Readings:

Grodzins, "The American System" p. 213 – 217
Wright, "Intergovernmental Relations" p. 333 – 345
Nye, "Info Technology and Democratic Governance" p. 569 – 576

→ March 18 Spring break. No class. ←

Module 4: Tactical – The daily 'how-to' (or nuts-and-bolts) of running public agencies.

Module Guide: How do public management, human resource management, and budgeting and evaluation fit together? Is the connection a positive, negative, or both, and why?

Week 11 **Human Resources**

Human resources are one of two key resources for any organization (the other being financial). How can these resources be maximized in a democratic society?

Readings:

Maslow, "The Theory of Human Motivation" p. 114 – 120
McGregor, "The Human Side of Enterprise" p. 153 – 158
Krislov, "Representative Bureaucracy" p. 328 – 332
Mosher, "Democracy and the Public Service" p. 431 – 441

Week 12

Budgeting

Financial resources are one of two key resources for any organization (the other being human). How can these resources be maximized in a democratic society?

Readings:

Willoughby, "The Movement for Budgetary Reforms"	p. 40 – 43
Levine, "Organizational Decline and Cutback Management"	p. 347 – 360
Caiden, "Public Budgeting Amidst Uncertainty"	p. 420 – 429

Week 13

Program Design and Evaluation

Program design and evaluation is not a linear process. Instead it is cyclical and ongoing. What are the difficulties that arise in public program and evaluation? What are some current examples?

Readings:

Rivlin, "Systematic Thinking for Social Action"	p. 306 – 316
Pressman and Wildavsky, "Implementation"	p. 317 – 320
NPR, "From Red Tape to Results"	p. 541 – 548

Week 14

Public Management

What are the core concepts that frame managing public organizations? How have they changed over time? Where do you see these concepts happening in today's public departments?

Readings:

Addams, "Problems of Municipal Administration"	p. 32 – 36
Allison, "Public and Private Management"	p. 395 – 410
Moore, "Creating Public Value"	p. 549 – 555
Benington and Moore, "Public Value: Theory and Practice"	(Canvas)

Week 15

Final Exam

* I reserve the right to make changes and adjust the schedule as needed.

Rubric Details

A consistent grading schema will be used, with the points available for the various assignments apportioned among a number of criteria. Below is more detail on each criterion.

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- **Identify the issue/state the main theme**
 - Avoid the 'mystery novel' approach to professional writing. Tell your reader in the first paragraph, if not the first line, what you are summarizing, and the key concept the author is discussing.
 - **Content**
 - Self-explanatory. Use the guiding questions in the syllabus to help frame your summary.
 - If you have any questions about the readings, please contact me. I am more than happy to go over it with you. Some of the readings will be hard to comprehend, and I

understand that. When I was an MPA student, I know I struggled with these readings. I appreciate it when students are not scared to ask for help or clarification.

- **Write professionally**
 - Write for an informed layperson *on the street*, rather than for experts, idiots, or your class teacher (i.e. me).
 - Use quotations sparingly. This is meant to be a paper by you, not a collection of selected quotes that you thought were especially relevant to the topic.
 - Use a professional tone. Don't force it. **Some pet hates (this WILL lose you points!!!!):**
 - Don't write in first person (e.g. I, me, my, our)
 - Don't use contractions (e.g. don't).
 - Avoid rhetorical questions (e.g. Why is this the case?).
 - Avoid singular/plural inconsistency (e.g. The student lost points for singular/plural consistency in their paper).
- **Cite sources correctly, in text and in the works cited section**
 - When citing an edited book, use the author of the chapter you are referring to, not the editor of the book. For example, this is how Weber's piece in your book would be cited: Weber, M. (1922/2012). Bureaucracy. In J. Shafritz & A. Hyde (eds.) *Classics of public administration*, 7th ed., (pp. 44-49). Boston, MA: Wadsworth.
 - For additional help on citing properly, go to Purdue University's OWL (online writing lab): <https://owl.english.purdue.edu/owl/resource/560/1/>
 - Use American Psychological Association (APA). Key points:
 - Sources must be retrievable. Given the in-text citation, your reader should be able to go directly to the appropriate full citation in your list of works cited (or bibliography), and from this to the page (though this is sometimes tricky with web sites) of the document from which you got the information.
 - This means that if you cite something as (Smith 2000) in the narrative, the source should be listed alphabetically under Smith in the list of works cited.
 - **Do not cite urls in text.**
 - Include the in-text citation in the sentence it is a part of. Like this: *the world is round (Columbus 1492)*. Not like this: *the world is round. (Columbus 1492)* or like this: *the world is round. (Columbus 1492)*.
 - Don't include the in-text citation in quotation marks. Like this: "The world is round" (Columbus 1492). Not like this: "The world is round (Columbus 1492)," and certainly not like this: "The world is round. (Columbus 1492)"
 - When citing, always let the reader know the year the piece you are referring to was published.
- **Logical, coherent summary**
 - Your summary should have logical structure, and be easy to follow.
- **Follow Directions**
 - Follow directions (e.g. formatting), and address feedback.

Class Policies

Attendance: There is a strong positive relationship between attendance/participation and student performance. Participation affords you the opportunity to ask questions and learn from your fellow students. Attendance will be taken at the beginning of each class.

If you need any more clarification, please let me know.

Tardiness: I expect all students to be in class on time and remain in class for the duration of the discussion. If you are late, you will be marked absent. I am well aware of the parking situation on campus, however you need to plan accordingly. Waiting for a parking spot is not an excuse. There is plenty of parking in the outer lots and bussing to the campus core is available.

Early Dismissal: Do not leave a class early unless you have informed me prior to the beginning of that class that you need to leave. If you leave early, I will mark you absent for the whole time unless you have received prior approval.

Decorum: I expect professional decorum at all times. I expect all students to show each other respect and debate in a professional manner. Ad hominem are NOT allowed. This is a class where emotional issues will be discussed at times. I will not tolerate students attacking each other, verbally or otherwise, over their views. Perspectives, and others' responses to them, need to be based on data, not ideology or beliefs. If you do not know the data, research it before class and be ready to provide the source of the data (e.g. census bureau, text book, etc.).

Recordings: You are not allowed to record a lecture without my prior written approval.

Late assignments/make-up exams: I do not accept late work. If you have a situation that requires an exception, you must notify me well in advance for consideration. On the rare occurrence where granted, the assignment will be deducted one letter grade for each day it is late.

Assignments: All assignments are due by the listed due date and time. There are NO EXCEPTIONS! Extra credit and opportunities to redo assignments will not be granted.

Communication: My contact is listed at the beginning of the syllabus. Please note that I am not on the computer every minute of the day. When emailing me, you can expect a response within 24-hours, Monday through Friday. I make every attempt I can to NOT be online on weekends. That said, it is best to contact me during the week with any questions. If you do not get a reply within the set 24-hour period, please try again, as some emails get lost or end up in the wrong folder.

Academic Dishonesty: Cheating, through any means, will not be tolerated in this course. You are not only cheating yourself (any wasting your money), it is unfair to students who do not seek an 'easy' way to obtain their desired grade. The followings statements are from UNF's Catalog (<http://www.unf.edu/catalog/catalog.aspx?id=15032403681>).

Course Content

A course may deal with subjects, issues, or perspectives to which some might object. Such objections will not exempt a student from course requirements. The University of North Florida stands behind the right of its instructors to include material that is challenging in any number of

ways. The faculty urges students to discuss any concerns they might have concerning the content of their courses with their instructors.

Claiming One's Own Work

Each student is honor-bound to submit under his or her name or signature only his or her own work; to fully acknowledge his or her use of any information, ideas, or other matter belonging to someone else, and to properly document the source in question; and to offer for credit only that work which he or she has completed in relation to the current course.

Violations of Academic Integrity

Under this heading the University of North Florida Student Handbook identifies several types of violations; these include but are not limited to: cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to submit under this person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The University of North Florida authorizes any instructor who finds evidence of cheating, plagiarism, or other wrongful behavior that violates the University of North Florida Academic Integrity Code to take appropriate action. Possible action includes, but is not limited to, failing the student on the work in question, failing the student for the course, notifying the appropriate academic dean or Vice President for Student Affairs, and requesting additional action be taken.

The consequences of a breach of academic integrity may result in an F, which is unforgivable, regardless of withdrawal status. To view the Student Handbook, [click here](#).

To ensure equity in the grading process, I make every effort to catch students who are being dishonest. Odds are I will catch you.

Disabilities: Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 10, Room 1201. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals. For further information, contact the DRC by phone (904) 620-2769, email (r.dubberly@unf.edu), or visit the DRC website (<http://www.unf.edu/dept/disabled-services>).

Military and veteran students may need both physical and academic accommodations. Contact Bob Buehn, Director of Military and Veterans' Resource Center by phone (904) 620-2655, or by email at robert.buehn@unf.edu.

Obligations: I expect you to be in class on time and prepared. This means to make sure you have completed the readings before the discussion. You should be ready to answer questions about the chapter and current affairs. If you have any questions or concerns, please let me know. I will make myself available to help you outside of class or office hour times if necessary.

Department of Political Science and Public Administration website: Students are *strongly* encouraged to visit the political science department's website for information. This site is up-to-date with information that will assist students in contacting faculty and staff, exploring graduate studies, researching career options, and accessing important details related to undergraduate programs and activities. For important information on the Department of Political Science and Public Administration, please visit: <http://www.unf.edu/coas/pspa/>

The Department of Political Science and Public Administration also has a Facebook page (<https://www.facebook.com/UNFPSPA?ref=ts&fref=ts>) and a Twitter account: @UNFPSPA (<https://twitter.com/UNFPSPA>).

The MPA program also has a Facebook page for current and past students. You are encouraged to join and be part of the UNF MPA online community. (<https://www.facebook.com/groups/159958010726429/>)