Instructor: Edmund C. Stazyk, PhD  
Office: 320 Milne Hall  
Phone: 518-591-8723  
Email: estazyk@albany.edu

Office Hours:  
Best by appointment  
Thursdays 12–2 p.m.

PRIMARY COURSE OBJECTIVES

This course explores the complex interplay between democracy, politics, and administration in the United States. Our aim is to begin developing an understanding of the contemporary role public organizations play in the political process and broader democratic context. To this end, we will examine the major intellectual and constitutional origins and subsequent evolution of American government and public administration. We will also explore various theories that (1) inform our understanding of the roles and responsibilities of modern public organizations and administrators, and (2) explain current governance arrangements.

Upon completion of the course, students should have

- Gained a basic understanding of the central debates surrounding the legal, political, and civil/social dimensions of U.S. public administration,
- Acquired the knowledge necessary to think critically about the role of U.S. public administration in the political process and contemporary society, and
- Learned how to apply various theoretical lenses when tackling political-administrative issues.

COURSE MATERIALS

Students are required to read several books and articles in this course. When possible, assigned materials will be posted to OneDrive. However, students are responsible for obtaining copies of required books on their own.

COURSE REQUIREMENTS AND EVALUATION

Class meetings will consist of a presentation of materials by the professor and a discussion of pertinent issues and readings by students. Each student is expected to be a prepared and active participant. Students should complete readings prior to their scheduled discussion in class and come ready to contribute to an analysis of topics on the agenda.

ATTENDANCE AND CLASS PARTICIPATION

Attendance in class is key to success. Class content will be geared toward helping you complete assignments. Credit will be given for attendance and participation. It is not possible to earn credit if you miss class for reasons other than excused absences or recognized religious holidays.

Repeated late arrivals and early departures from class may result in a reduction of your course grade. Two tardies and/or early departures will count as one absence.
If a student misses more than two classes, the professor may fail you in the course.

**USE OF TECHNOLOGY DURING CLASS**

The use of computers and tablets in class is permitted for taking notes and accessing relevant course materials. Students found using devices for reasons unrelated to class will be marked absent and may be asked to leave for the remainder of the period.

Making or receiving calls, texts, or pages is not permitted in class. Cell phones and pagers should be powered off or turned to silent mode. Students using a phone during class will be dismissed and considered absent for the day. If you are expecting an emergency call, please inform the professor in advance, turn your device to silent mode, and leave the classroom before responding to any communications.

**COURSE ASSIGNMENTS**

Students are required to meet all deadlines as outlined in the course syllabus or communicated verbally. Failure to meet deadlines will result in a lower grade for the course. Late assignments will not be accepted and earn a grade of zero. Assignments are considered late if they are handed in after a posted or assigned deadline.

Submitted assignments must also conform to written and verbal project instructions (e.g., margins, typeface, length, format, and content). Failure to comply with project instructions will result in a lower assignment grade.

All assignments should be emailed to the professor as a Word document (i.e., .doc or .docx). Paper copies will not be accepted.

**Discussion Leaders**

Each student will be responsible for leading a portion of a class discussion. Assignments will be determined during the first session.

Discussion leaders should 1) prepare a one-page, single-spaced written summary of each reading for the professor and fellow classmates, 2) verbally summarize assigned readings, 3) identify interesting points arising from the readings, 4) highlight problems with, and holes in, the existing research, and 5) lead the discussion among students.

Summaries are to be submitted in Word document format and emailed to the professor at least one hour before the start of class. The professor will post all summaries to OneDrive as a resource for students.

**Final Paper**

Students are required to submit a final paper applying course content, due by 1:15 p.m. on December 20. For the final paper, students must choose between the two options outlined below:

1) Work on a publishable quality manuscript using extant data; or
2) Develop a research proposal.

While there is no formal length requirement for either option, the typical paper will be between 20 and 30 pages in length, excluding the bibliography, tables, graphs, and figures. The paper should be double-spaced, use 12-point Times New Roman font, and have 1-inch margins.
Both options require students submit a one-page proposal to the professor and gain approval for the topic by October 4.

**Option No. 1: A Publishable Quality Manuscript Using Extant Data**
This option provides an opportunity for students to begin developing a piece that, if published, would be added to their curriculum vitae and become part of their permanent academic record. I would recommend option one if you have taken necessary methods classes and generally have a clear idea about the kind of research you want to conduct over the next few years.

**Option No. 2: A Research Proposal**
This option provides an opportunity to develop an exciting and ambitious research question in a manner such that it is amendable to easy implementation. The research proposal should include three elements:

1) Theory and hypotheses,
2) Data and methods, and
3) Measurement.

This option requires:

1) The method of choice be either survey-based or mixed methods;
2) Complete details on a proposed sampling frame be provided;
3) Core concepts be clearly identified and described; and
4) Existing measures be used whenever possible. If measures are not readily available, follow guidelines on scale/question construction from reputable sources (e.g., Dillman's *Tailored Design Method*).

**COURSE GRADES AND EVALUATION**

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Discussion Leader</td>
<td>30%</td>
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<tr>
<td>Final Paper</td>
<td>50%</td>
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<td><strong>TOTAL</strong></td>
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A = 93.50 and above | A- = 90.00-93.49 | B+ = 86.50-89.99 | B = 83.50-86.49 | B- = 80.00-83.49 |
C+ = 76.50-79.99  | C = 73.50-76.49 | C- = 70.00-73.49 | D+ = 66.50-69.99 | D = 63.50-66.49 |
D- = 60.00-63.49  | F = 59.99 and below 

**COURSE POLICIES**

**GRADE CONCERNS**

Students who receive a lower grade than expected on an assignment may wish to review that grade with the professor. A student must wait 48 hours after receiving the grade before contacting the professor with concerns. In addition, grades will not be changed unless a student can provide evidence—in writing before the meeting—demonstrating a mistake on the part of the professor.

**ACADEMIC DISHONESTY AND PLAGIARISM**

As commonly defined, plagiarism involves passing off another's ideas, words, writing, and other work as one's own. You are committing plagiarism if you copy the work of another person and turn it in as your own—even if you have that person's permission. Whenever you rely on the words or ideas of other people...
in your written papers, you must acknowledge (i.e., cite) the source of the words or ideas. The plagiarist destroys trust among colleagues, without which research and work-products cannot be communicated safely.

The issue of plagiarism raises concerns about ethics, student writing experiences, and academic integrity. You’re asked to submit your papers digitally so that they can be compared to websites and databases of existing papers. SUNY-Albany subscribes to a digital plagiarism detection program called Safe Assign, which may be used to check papers submitted in this course and can alert me to your academic needs. Although you may never have intentionally plagiarized, many students do incorporate sources without citations. Please consider the use of Safe Assign as a learning tool for all of us.

Information on SUNY-Albany’s policies and sanctions for plagiarism can be found at
- [http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity](http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity) (for graduate students).
- [http://www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html) (for undergraduate students).

A helpful website to assist you in recognizing and avoiding plagiarism can be found at [http://library.albany.edu/infolit/integrity](http://library.albany.edu/infolit/integrity).

For help with citations, see
- [http://libguides.library.albany.edu/citationgenerators](http://libguides.library.albany.edu/citationgenerators).
- [https://owl.english.purdue.edu/owl/section/2/](https://owl.english.purdue.edu/owl/section/2/).

All course materials prepared by the professor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited.

### ADDITIONAL RESOURCES

#### STUDENTS WITH DISABILITIES

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability.

The Disability Resource Center (DRC) offers assistance with accommodations and support for physical, medical, or psychological disabilities (518-442-5490; 120 BA). Information about DRC’s services can be found at [http://www.albany.edu/disability/index.shtml](http://www.albany.edu/disability/index.shtml).

If you have a disability for which you may request accommodation in this course and have not contacted DRC, please do so as soon as possible. Also, please feel free to contact the professor privately.

#### COUNSELING CENTER

The Counseling Center (518-442-5800; 400 Patroon Creek Blvd, Suite 104) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus resources. More information can be found at [http://www.albany.edu/counseling_center/index.shtml](http://www.albany.edu/counseling_center/index.shtml).

#### LIBRARY ASSISTANCE

SUNY-Albany offers a great collection available in several different media. Access to research help and library tutorials can be found online at [http://library.albany.edu/](http://library.albany.edu/).
For information about SUNY-Albany’s Dewey Graduate Library, which is located on the Downtown Campus, visit http://library.albany.edu/dewey?source=drop.

**WRITING CENTER**

The university offers a number of services for students who need assistance with writing and research projects. Support is available in the Writing Center (518-442-4061; 140 HU) and at the University Library. Information about the Writing Center can be found at http://www.albany.edu/writing/index.html.
SCHEDULE OF CLASSES AND ASSIGNMENTS*

1. Course Introduction August 30th

2. Theory and Craft in Public Administration September 6th
   1. Required Reading:

3. Foundations: The Study of Politics and Administration September 13th
   1. Required Reading:

2. Recommended Reading:
4. The Constitutional Basis of Public Administration, Part I        September 20th

1. Required Reading:

5. The Constitutional Basis of Public Administration, Part II        September 27th

1. Required Reading:

October 4th

1. Required Reading:

2. Assignment:
   - Paper proposal due

7. No Class – Yom Kippur
   October 11th

8. No Class – NASPAA
   October 18th

9. Organized Interests and the Political Economy
   October 25th

1. Required Reading:
10. Public Organizations: Role, Responsibility, and Power

1. Required Reading:

11. Political Control of the Bureaucracy

1. Required Reading:
12. The “Public” in Public Administration

November 15th

1. Required Reading:

2. Recommended Reading:

13. What is Public? What is Private?

November 22nd

1. Required Reading:
14. Public Administrators as Public Servants

November 29th

1. Required Reading:

15. Odds and Ends

December 6th

1. Required Reading:

16. FINAL PAPER DUE BY 1:15 PM

December 20th

* This syllabus is a detailed plan for the course, but the instructor will make changes/revisions if necessary.
RECOMMENDED BOOKS


