Foundations of Public Administration  
RPAD 500  
Rockefeller College of Public Affairs and Policy, SUNY Albany  
Department of Public Administration and Policy

Fall 2015  
Wednesdays, 5:45 – 8:35 with short break  
Husted 214  
4 credit hours  
Elizabeth Bough Martin, Instructor

Catalog Description
This course is designed to provide students with an introduction to the field of public administration including its practice, themes and values, and contemporary challenges. As broadly defined by Woodrow Wilson in 1887, public administration is “government in action.” It includes activities taken directly by government, or indirectly by its partners, to meet the democratically expressed needs of the public. These activities include policy design, implementation, evaluation of outcomes, and re-design or re-direction.

Learning Objectives
Upon completion of this course the successful student will be able to:
1. think strategically about public administration problems and their solutions;
2. analyze and evaluate various means for assuring administrative accountability and responsiveness;
3. analyze and evaluate challenges associated with implementing public programs through both governmental and non-governmental actors, and
4. think critically about competing demands that public administrators face (between, for example, accountability, authority, democracy, inclusiveness, and fairness).

Students should leave the course with a substantive, applied understanding of the values and practices of public administration.

Text
Required

Additional readings (i.e. chapters, cases) are posted for each class on the classes Blackboard site at https://blackboard.albany.edu/. You may also be required to find and read websites. Please prepare yourself to discuss all the readings in the class for which they are assigned.

Optional
In this class you will write at least three essay-length memos based on research that you will find from primary sources. If you are new or returning to masters’ level writing you may want to consider purchasing:

MLA Handbook for Writers of Research Papers Available at Mary Jane Books at 215 Western Avenue

Students in this class will have varying amounts of background working for and in government. If you feel you need an introduction to American or New York government and politics, please consider purchasing:


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Preparing Students
This course prepares students to develop their competencies in the give areas identified by the National Association of Schools of Public Affairs and Administration (NASPAA). See Appendix B for a description of how. The following assignments will do this.

Student Evaluation and Grading
Grades will be based on three essay-length memos, attendance and participation, weekly commentaries, and a News Brief presentation. Missed classes will affect class participation grades and exam grades, resulting from missed information.

GRADES WILL BE BASED ON THE FOLLOWING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memo 1</td>
<td>20%</td>
<td>20</td>
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<tr>
<td>Memo 2</td>
<td>20%</td>
<td>20</td>
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<tr>
<td>Memo 3</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Weekly Commentaries (10)</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Participation &amp; Team Activities</td>
<td>14%</td>
<td>14</td>
</tr>
<tr>
<td>News Brief</td>
<td>06%</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100</strong></td>
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</table>

Grade Appeals
Students may appeal a grade on a specific assignment within two weeks of the assignment being returned. To submit an appeal, the student should email the professor with the original graded assignment and a letter/memo outlining why you think the grade should be changed. In the appeal, students must identify 1) the specific issue you believe should be reconsidered and 2) evidence from assignment instructions, assigned readings, lectures, or other materials that would indicate your original submission is worthy of a higher grade. Be aware that your grade may go up, down, or remain the same as a result of your appeal.

Assignments
Memos
Essay-length memos are used to assess your ability to use the concepts taught in class to present a professional analysis (and if appropriate) solution as outlined in the instructions (available on Blackboard). Because these memos are expected to be completed at a level similar to similar memos completed for a professional government office or agency, all memos must be drafted using complete sentences and paragraphs with numbered pages and using Times New Roman. However, because this is a school assignment all memos must also be double-spaced with one-inch margins. Include your name, course number and assignment number in the memo header. Memos that do not meet these, and other guidelines outlined in the assignment, will be returned to be rewritten.

The length of each memo is specified in separate instructions. Tables and figures may be included to support arguments or elaborate points; however, these should be placed at the end of the memo. Bibliographies, tables and figures do not count towards page length. Please do not include cover pages.

Each memo requires a separate bibliography. Citation and bibliography should follow MLA style formatting (see http://library.albany.edu/cfox?type=mla or a MLA handbook). Students are to cite sources in a manner consistent with academic honesty (that is – when in doubt cite). As a general rule of thumb, provide a citation for anything you did not know before you began your research.

In these memos, you are analyzing the available data. As such, your research should use primary sources with a few secondary sources, if necessary. Primary sources include, but are not limited to: government reports, legislative hearings and testimonies, court decisions and government auditor reports. Secondary sources are summaries and interpretations of primary sources put together by someone(s) else and may include, but are not limited to, articles from major newspapers and news magazines, network and cable news programs, and academic research. Blogs and Wikipedia are not acceptable.
Foundations of Public Administration
RPAD 500
Rockefeller College of Public Affairs and Policy, SUNY Albany
Department of Public Administration and Policy

sources. Be wary of these secondary sources as many have political bias. If you do reference a secondary source, compensate for bias, albeit liberal or conservative, in your memo by acknowledging the bias and balance the information with something from a source on the other side of the political spectrum.

A few good places to start your research include the following; however, feel free to consult other sources.

- Agency Inspector General reports
- Congressional testimony (available through Lexis/Nexis via the library) and reports completed by Congressional committee staff
- Congressional Research Service reports (opencrs.com and scattered elsewhere around the internet)

When citing government documents, please follow the formatting guidelines in Dr. Rubin’s Modified MLA Formatting for Government Documents, posted on Blackboard under Course Content/Writing Resources.

Submit completed memos and the optional 1-page draft via Blackboard through the assignment link for each assignment by 11:59 on:

<table>
<thead>
<tr>
<th>Memo 1</th>
<th>September 13 11:59pm</th>
<th>September 20 at 11:59pm</th>
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</thead>
<tbody>
<tr>
<td>Memo 2</td>
<td>October 18 11:59pm</td>
<td>October 25 at 11:59pm</td>
</tr>
<tr>
<td>Memo 3</td>
<td>November 6 11:59pm</td>
<td>December 13 at 11:59pm</td>
</tr>
</tbody>
</table>

Each of the three memos will be graded using the rubric attached in Appendix A. Overall, submissions will be assessed according to:

1. the degree to which the student answered the question in a sophisticated manner,
2. the degree to which the student illustrated a complete understanding of the course material,
3. the overall organization and professionalism of the paper, and
4. the degree to which formatting and citation guidelines were followed

Once graded, memos will be available on Blackboard.

Weekly Commentaries
Each week on Blackboard a guiding question will be posed. In your commentary, respond to the question in two or three paragraphs (approximately 300 words) drawing from the reading, your experience, current events and your thoughts regarding the theory, approach or case. Be careful not to summarize the reading. This exercise is meant to force you to read, digest and comprehend the readings and concisely present your ideas.

Commentaries are due (submitted electronically via Blackboard) the day before class at 2:00 pm each week, and will be assessed based on the degree to which you demonstrate:

1. that you have read the material, and
2. that you have thought critically about the material you read (i.e. your comments go beyond summarizing the readings to apply concepts in the reading to your own experiences or thoughts)
3. that you can concisely present your points
News Briefs
News Briefs are a weekly opportunity for students to apply the theories and practices discussed in classes. Each week a team of two students will present the week’s concept using current events and news stories taken from journalistic coverage in the United States or globally. Teams are assigned on the first day of class. Although teams can present without conversing with the instructor, it is recommended that teams schedule an appointment with the instructor during office hours to discuss the News Brief presentation.

All News Briefs are due (submitted electronically via Blackboard) the day before the assigned class at 2pm, and students will present them in class on the day assigned.

Note on submitting via Blackboard
You must submit your memo, commentary, and News Brief by the time indicated; otherwise, the Blackboard submission link will expire and will no longer be available to you. Late assignments will be penalized. Memo grades will be reduced by 1 point (out of 20) for every 24-hour period that a memo is late. (Ex. 1 point for one hour late, 2 points for 26 hours late).

Class and Team Activities Participation
To receive full credit for class participation you must demonstrate that you have prepared for the class by reading the assigned material and contribute to the class discussion and participate in class activities. This class is designed to encourage learning through discussion and simulations to compliment lecture. If you are absent it will be difficult for you to participate and contribute.

Communication
This class functions best when students interact with the instructor and with each other. Students are invited to ask the instructor questions in class. Outside of class, the instructor is available to answer questions or discuss concerns during office hours or via email. The best way to contact the instructor is through email at eboughmartin@albany.edu. The instructor will be as responsive as possible; however, please allow at least 24 hours for a response. As such, please time your efforts accordingly. It is possible that the instructor cannot respond to questions about assignments a few hours before the assignment is due.

Accommodations for Students with Disabilities
Reasonable accommodation will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA) the Disability Resource Center (DRC) is available to assist students who have a legally documented disability or who suspect they may have a disability. To request special accommodations for this course please contact the DRC at the Campus Center (Room 137) or call 518-442-5490. The DRC will provide you with an academic accommodation letter to provide your instructor, and will recommend appropriate accommodations.

Academic Integrity
The University of Albany’s Standards of Academic Integrity begin with:

“As a community of scholars, the University at Albany has a special responsibility to integrity and truth. By testing, analyzing, and scrutinizing ideas and assumptions, scholarly inquiry produces the timely and valuable bodies of knowledge that guide and inform important and significant decisions, policies, and choices. Our duty to be honest, methodical and careful in the attribution of data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining academic integrity.”
Foundations of Public Administration  
RPAD 500  
Rockefeller College of Public Affairs and Policy, SUNY Albany  
Department of Public Administration and Policy

When the entire University community upholds the principles of academic integrity, it creates an environment where students value their education and embrace experiences of discovery and intellectual growth. In this environment, grades and degrees are awarded and applauded as the recognition of years of learning, achievement, discipline, and hard work. Maintaining the highest standards of academic integrity insures the value and reputation of our degree programs; these standards represent an ethical obligation for faculty intrinsic to their role as educators, as well as a pledge of honor on the part of students. If a violation of academic integrity occurs, faculty, deans, and students all share in the responsibility to report it.

Violations of trust harm everyone. The academic community needs to trust that its members do not misrepresent their data, take credit for another’s ideas or labor, misrepresent or interfere with the work of other scholars, or present previous work as if it were new. Acts of academic dishonesty undermine the value and credibility of the institution as a whole, and may distract others from important scholarship or divert resources away from critical research. In particular, students who plagiarize or falsify their work not only fail to adhere to the principles of scholarly inquiry and fail their peers by taking undeserved credit or reward, but they also fail to demonstrate their learning.”

Academic dishonesty is unacceptable and will be penalized in this course. Examples of academic integrity include plagiarism, multiple submissions, forgery, sabotage, unauthorized collaboration, falsification and misrepresentation, and bribery. To address plagiarism this course uses Safe Assign to compare submitted memos with other publications and the submissions of current and past students in this course. Violations of plagiarism will be dealt with based on the level of willfulness and degree of the incident with penalties ranging from re-submission of the assignment to failing grades. Willful incidents of plagiarism will all be reported the Vice Provost for Graduate Education. Please review the University of Albany’s Academic Integrity standard (http://www.albany.edu/content_images/AcademicIntegrity.pdf).

In Case of Emergencies

Fire Alarm (or other evacuation): In the event of a fire alarm, gather belongings (purse, keys, cellphone, etc.) and use the nearest exit to leave the building. Do not use the elevators. After exiting notify emergency personnel of the location of persons unable to exit the building. Do not return to building unless told to do so by emergency personnel.

Classroom Emergency Preparedness and Response Information Considerations for your class if there is an emergency:

• If the Fire Alarm is activated, exit the building by the nearest safe exit.
• If it is a weather emergency, follow the instructions for your building.
• For other emergency situations, consider the following:
  o If immediate evacuation seems to be the best option, direct students to the closest exits away from the source of the emergency. Students should hold hands in the air when exiting the building.
  o If immediate evacuation does not appear to be safe or feasible consider one of these options
  o If you room has a solid door with a lock, lock the door. If there is a second door in the room, also lock that door.
• Turn off the light
• Get low and away from the door
• Silence cell phones and stay quiet
• If the room is unable to be locked, consider whether a door that opens inward can be blocked.
• If the room is unable to be locked or the door blocked, consider hiding in locations where appropriate.
Changes to the Syllabus

This syllabus serves as a general outline; however, a syllabus is also a contract between instructor and student. Although the instructor reserves the right to deviate from the course plan outlined in this syllabus, when necessary, changes will not be made without adequate communication of changes to students via Blackboard, email and/or classroom discussion.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date and Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>August 26</td>
<td>Introduction</td>
</tr>
<tr>
<td>Week 2</td>
<td>September 2</td>
<td>The Foundations of Public Administration</td>
</tr>
<tr>
<td>Week 3</td>
<td>September 9</td>
<td>Accountability</td>
</tr>
<tr>
<td>Week 4</td>
<td>September 16</td>
<td>Strategic Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Moore, chapters 1, 2, and 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Case: Managing Cutbacks at the Department of Social and Health Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommended Additional Reading to Expand on Moore</td>
</tr>
<tr>
<td></td>
<td>Memo 1</td>
<td>Due September 20 at 11:59 pm</td>
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</tbody>
</table>
# Foundations of Public Administration  
**RPAD 500**  
Rockefeller College of Public Affairs and Policy, SUNY Albany  
Department of Public Administration and Policy

<table>
<thead>
<tr>
<th>Week</th>
<th>Date and Topic</th>
<th>Reading</th>
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</table>
| Week 5 | September 30  
Decision-making in a Political Environment |  
- Moore, chapters 4 and 5 (p. 106-189)  
- Case: Hydrofracking – Reading and preparation will depend on role assigned |
| Week 6 | October 7  
Decision-making and Public Participation |  
- Case: Managing Cutbacks at the Department of Social and Health Services, Part II  
- Case: E-PARC Case. “Elusive community in South Park”, Parts A & B. |
| Week 7 | October 14  
Equity and Fairness |  
  - Chapter 1, pg. 6-11 on “What is new public administration?”  
  - Chapter 2, pg. 38-42 on “Social Equity and Public Administration”  
  - Chapter 3, pg. 49- 58 on “Social Equity: The democratic context and the compound theory”  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date and Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>October 21</td>
<td>Direct Government: Street-Level Bureaucrats</td>
</tr>
</tbody>
</table>
  o Chapter 1: The Critical Role of Street-Level Bureaucrats (pp. 3-13)  
  o Chapter 2: Street-Level Bureaucrats as Policy Makers (pp. 13-26)  
| | | ▪ Case: Prosecutorial discretion in the Immigration Customs Enforcement Agency (ICE) or another case To Be Determined |
| | Memo 2 | Due October 25 at 11:59 pm |
| Week 9 | October 28 | Direct Government: Managing and Motivating Public Employees |
| | | ▪ Case: Recruitment at Southwood School |
| Week 10 | November 4 | Contracting |
# Foundations of Public Administration

**RPAD 500**  
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Department of Public Administration and Policy

<table>
<thead>
<tr>
<th>Week</th>
<th>Date and Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
| **Week 11** | November 11  
From Government to Governance I |  
- Webpage: [http://www.ahc vets.org/](http://www.ahc vets.org/) (Only read this page, do not click on links. I want you to get the depth of the organizations involved)  
- Case: Rainforest Negotiation (Please review this in preparation of role assignment) |
| **Week 12** | November 18  
From Government to Governance Part II |  
- Case: Rainforest Negotiation (You will need to know the details of the case to participate in the in-class assignment) |
| | November 25 | No Class – Thanks giving |
| **Week 13** | December 2  
From Government to Governance Part III: Networks |  
- Rainforest Negotiation (in class exercise and debrief if not completed the week prior) |
| **Week 14** | December 9  
Measuring Performance |  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date and Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Memo 3</td>
<td>Due December 13 at 11:59 pm</td>
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</tbody>
</table>
Appendix A: MPA Core Competencies

On the first day of Welcome Week and at the beginning of PAD 507, students are introduced to the five competencies identified by the National Association of Schools of Public Affairs and Administration (NASPAA). Overall, the competencies are intended to ensure MPA students are well-rounded academically and professionally in the core subject areas important to the field.

What are competencies?

- Competencies are a bundle of knowledge, skills, abilities, and behaviors that, when fully integrated, define successful performance.
- Competencies are broader than knowing how to use excel or being able to define what marginal cost means. Competencies are also broader than job tasks. They describe the characteristics of the person who does the job best. They describe the whole person and their total performance.

The five NASPAA competencies are:

1. The ability to lead and manage in public governance
2. To participate in and contribute to the policy process
3. To analyze, synthesize, think critically, solve problems and make decisions
4. To articulate and apply a public service perspective
5. To communicate and interact productively with a diverse and changing workforce and citizenry

This course is designed to build student competency in all five areas. For example:

- Competency #1: In this course we will discuss the importance of defining organizational strategy and using that strategy to make decisions. We will spend a great deal of time discussing accountability and different means for achieving it. A number of weeks will be spent discussing third-party government and how to manage in this type of delegated environment.
- Competency #2: As part of the discussion on third-party government we will discuss how to choose network partners, strategies for forming networks, and how to develop accountability mechanisms to make networks function effectively. Furthermore, we will discuss the importance of identifying and evaluating stakeholders, and developing strategies for different types of involvement in the decision making process.
- Competency #3: Through extensive use of case studies, we will analyze public management and policy problems by discussing the mistakes and successes of others. Students will be asked to divide problems into different parts, analyze the problems from the perspectives of different stakeholders, and develop proposed solutions.
- Competency #4: Students will explore questions of equity and inclusiveness through the use of cases and debates regarding the appropriate use of discretion by public servants. Through various assignments throughout the course, students will analyze the competing values in public administration in specific cases and how different emphases may generate different results.
- Competency #5: Writing assignments will require students to evaluate cases, using evidence to support arguments, and to communicate analysis in a highly organized manner. Teamwork will develop skills in working with diverse groups and providing constructive feedback.
## Appendix B: Grading Rubric for All Memo Assignments, PAD 500, Prof. Dodge

<table>
<thead>
<tr>
<th></th>
<th>Excellent (2)</th>
<th>Average (1.5)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates sharp understanding of theory</td>
<td>Demonstrates adequate understanding of theory</td>
<td>Demonstrates poor understanding of theory</td>
<td></td>
</tr>
<tr>
<td>Applies theory so that arguments link conceptual ideas to evidence from the case</td>
<td>Applies theory but link between conceptual ideas and evidence from the case is unclear at times</td>
<td>Does not apply theory at all or the link between conceptual ideas and evidence from the case is often unclear</td>
<td></td>
</tr>
<tr>
<td>Makes arguments that are substantive</td>
<td>Makes arguments that are substantive in a majority of cases</td>
<td>Makes arguments that are superficial</td>
<td></td>
</tr>
<tr>
<td>Shows a sharp understanding of the complex management/policy questions</td>
<td>Shows an adequate understanding of the management/policy questions</td>
<td>Shows a poor understanding of the management/policy questions</td>
<td></td>
</tr>
<tr>
<td>Provides sufficient, clear and balanced evidence</td>
<td>Provides evidence that is either insufficient, unclear or unbalanced</td>
<td>Provides evidence that is insufficient, unclear or unbalanced</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizes overall memo into logical sections.</td>
<td>Organizes overall memo into logical sections, although some sections are poorly ordered.</td>
<td>Overall memo is not well organized; sections are missing and/or are poorly ordered.</td>
<td></td>
</tr>
<tr>
<td>Arranges ideas within each section in a logical manner that supports the purpose or argument.</td>
<td>Generally arranges ideas within each section in a logical manner, although some sections are confusing.</td>
<td>Generally ideas within each section are not logically ordered, and many sections are confusing.</td>
<td></td>
</tr>
<tr>
<td>Writes without spelling, grammar or English errors from start to finish.</td>
<td>Writes with occasional spelling, grammar, and/or use of English errors.</td>
<td>Writes with many spelling, grammar, and/or use of English errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Formatting</strong></td>
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</tr>
<tr>
<td>Follows MLA formatting for citations in the text and bibliography. Sources in the bibliography are listed in alphabetical order. A majority of citations are from primary sources.</td>
<td>One of these conditions was not met.</td>
<td>More than one of these conditions was not met.</td>
<td></td>
</tr>
<tr>
<td>Follows formatting instructions including length, font, margins, and the numbering of pages.</td>
<td>One of these conditions was not present.</td>
<td>More than one of these conditions was not present.</td>
<td></td>
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</table>