Foundations of Public Administration
PAD 500 – Spring 2013
Rockefeller College of Public Affairs and Policy, SUNY Albany
Department of Public Administration and Policy

Professor Jennifer E. Dodge

Class time: Thursday 5:45pm - 8:45pm
Class location: Husted 217
Office location: Milne Hall 308
Office phone: 442-5274
Office Hours: Thursday 2:00 – 3:00pm and by appointment
Email: jdodge@albany.edu

Course 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.

By the end of the course, students should 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 Books
You may purchase required books through Mary Jane books at 215 Western Avenue. They are also on reserve at the Dewey Library.

Required

Recommended introduction to American Politics and Government (also available at Mary Jane books):

Additional readings will be posted on Blackboard at https://blackboard.albany.edu/. Use the same login and password required for MyUAlbany.
Assignments

General guidelines:

Essays:
- Due dates for essays are listed below under “essays” and in the course schedule. Submit all essays under the assignments folder in Blackboard by 11:59pm on the designated date.
- Write all essays in complete sentences and paragraphs, double-spaced, with one-inch margins, Times New Roman 12 point font, and number the pages. I will return essays that do not meet these guidelines to be rewritten.
- The length of each essay is specified in separate instructions. You can provide tables and figures to support your arguments; place them at the end of the paper. Bibliographies, tables and figures do not count towards page length. Please do not include cover pages.
- All references should be cited in ASA style. Formatting instructions can be found at http://www.asanet.org/students/ASA%20Quick%20Style%20Guide%204th%20edition%20update.pdf. For further guidelines and a list of appropriate sources see Appendix A.

Commentaries:
- All commentaries are due (submitted electronically) the day before class at 2pm. You must submit your commentary by 2:00 pm on the day prior to class or the assignment will expire (in other words, you will no longer have access to submit it).
- Commentaries should be approximately 300 words (or less) in length.

News briefs:
- All news briefs are due (submitted electronically) the day before the assigned class at 2pm, and students will present them in class the following day.
- All news briefs should be created in power point with no more than 5 slides, and should take no more than 10 minutes to present.

Essays

To assess your understanding of the course material and your ability to apply concepts to real life cases of government action, students will write four essays during the semester. Each essay will require students to use coursework to understand events surrounding Hurricane Katrina. The essays will require students to conduct independent research. Additional details about the exact questions and length of each assignment will be distributed separately in class.

Pre-Writing Tasks. To improve the quality of essays, you may submit for feedback a one-page summary of the major arguments of your essay one week before each assignment is due. Submit your summaries electronically only via blackboard, do not email me. You may choose to structure the summary in the PAD 507 memo format. I will provide you with feedback on the summaries by class the next day, via Blackboard. I will not accept late submissions of summaries.

<table>
<thead>
<tr>
<th>Essay Due Dates</th>
<th>1-Page Draft</th>
<th>Final</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>February 13 2pm</td>
<td>February 20 at 11:59pm</td>
</tr>
<tr>
<td>Essay 2</td>
<td>March 6 2pm</td>
<td>March 13 at 11:59pm</td>
</tr>
<tr>
<td>Essay 3</td>
<td>April 3 2pm</td>
<td>April 10 at 11:59pm</td>
</tr>
<tr>
<td>Essay 4</td>
<td>April 24 2pm</td>
<td>May 1 at 11:59pm</td>
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Commentaries
Students are required to submit weekly commentaries that relate to assigned readings (for 10 classes out of the last 13 classes – there is no commentary for class 1). On some days I will require these responses, on other days you may choose to submit one or not. Guiding questions for commentaries are included in the commentary assignments on Blackboard. You may answer the guiding questions or you may submit 2 comments and/or questions that the readings raise for you. For example, you may focus on something you find interesting, surprising, disagree with, etc. or “connect the dots” between assigned readings and the various cases we will discuss during the semester, but should not summarize the reading. These commentaries are intended to help you prepare for class discussion, and give me a sense of how well you understand and can apply course concepts prior to lectures.

News Brief
Students are required to write and present 1 news brief during the semester with another student. The news brief must draw on a real-life example that is currently in the news and that relates to the readings for that day. Your news brief should summarize the key points of a current news article, and make two points or raise questions about the story based on the reading. For example, if the day’s reading is about public participation, you could bring in a news story about participatory budgeting in New York City, and discuss how well it is designed. We will assign students to topics during the first or second class of the semester. You should be prepared to share your news brief in a power point format at the beginning of the relevant class to start discussion for the day.

Grading
Student performance in the course will be determined as follows:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essays</td>
<td>60%</td>
</tr>
<tr>
<td>Commentaries</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance</td>
<td>14%</td>
</tr>
<tr>
<td>News Brief</td>
<td>6%</td>
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</tbody>
</table>

Grading Criteria

**Essays** – I will assess essays based on a single grading rubric attached in Appendix B and posted on Blackboard. In general, 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) overall organization and professionalism of the paper, and 4) the degree to which formatting and citation guidelines were followed.

**Commentaries** – I will assess commentaries based on the degree to which you demonstrate 1) that you have read the material and 2) that you have thought critically about the it (i.e., your comments go beyond summary to apply course concepts to your own practice, past or current public administration situations, or study cases).

**News briefs** – I will assess the news briefs based on the degree to which 1) you clearly explain the news story, 2) you clearly relate the story to course readings for the day, and 3) you raise relevant questions about the course readings.

**Attendance** – Attendance will be measured by your presence in the classroom, and stands as a proxy for your commitment to the course. If you do not attend class, you will not receive credit for attendance that day. I understand that sometimes there are circumstances related to professional and personal obligations that will require students to be absent on certain days.
Late assignments - For every 24-hour period that an essay is late, the grade will be reduced by 1 point.
The first 24-hour period begins on midnight the day the assignment is due.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>A:</td>
<td>93-100</td>
<td></td>
</tr>
<tr>
<td>A-:</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+:</td>
<td>87-89</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>B-:</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C+:</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C:</td>
<td>73-76</td>
<td></td>
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<tr>
<td>C-:</td>
<td>70-72</td>
<td></td>
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<tr>
<td>D+:</td>
<td>67-69</td>
<td></td>
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<tr>
<td>D:</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>D-:</td>
<td>62-60</td>
<td></td>
</tr>
<tr>
<td>E:</td>
<td>below 60</td>
<td></td>
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</table>

Communication - Students are invited to ask questions in class, during office hours, or via email. The best way to contact me outside of class is by email. I will usually respond to emails within 24 hours. If you send an email to me after 6pm, I may not response until the following day. Please write “PAD 500” in the subject line of emails. Please check your email regularly for emails from me as well.

Other policies

Academic Integrity - As members of the SUNY community, we are all expected to adhere to high standards of intellectual and academic integrity. You can view our Academic Code at: http://www.albany.edu/content_images/AcademicIntegrity.pdf. This is a good resource, especially regarding integrity in writing. Violations of these standards will result in one of the following penalties or some variant: reduction in the grade for the assignment, failure of the assignment, failure of the course, or expulsion. In all cases, a Violation of Academic Integrity Report will be submitted to the Dean of Graduate Studies to be placed in your university file, with copies provided to you, the department head, and the Dean of Rockefeller College.

• Students with needs consistent with the Americans with Disability Act should inform the instructor during the first week of class so that reasonable accommodations can be made.

• This syllabus serves as a general outline. The instructor reserves the right to deviate from the plan if necessary. Students will be notified promptly of any modifications.
Course Schedule

UNIT ONE: CONCEPTUAL FOUNDATIONS

Class 1 (January 24): Introduction

Class 2 (January 31): The foundations of public administration

Class 3 (February 7): Accountability
- Case: Challenger accident

Class 4 (February 14): Strategic management
- Moore, chapters 1, 2, and 3
- Case: Managing Cutbacks at the Department of Social and Health Services
UNIT TWO: DECISION MAKING, EQUITY AND FAIRNESS

Class 5 (February 21): Decisionmaking in a Political Environment
- Moore, chapters 4 and 5
- Case: Puget Sound Water Quality Authority
- **NOTE: the reading load for this week is heavy. I recommend that you focus on the Moore and Eden & Ackerman readings, and the case, and skim over the Kettl and Fessler reading. If you are unfamiliar with the models in the reading, you might take more time with them.**

Recommended:

Essay #1 due: February 20 at 11:59pm.

Class 6 (February 28): Decisionmaking and Public Participation
- Case: E-PARC Case. “Elusive community in South Park”, Parts A & B.

Recommended (for nonprofit focus):

Class 7 (March 7): 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”
UNIT THREE: INSIDE THE BUREAUCRACY

Class 8 (March 14): Managing and Motivating Public Employees
- Case: Division of Water Resources

Essay #2 due March 13 at 11:59pm.

*** Spring Break March 15-22 – No class on March 21. ***

Class 9 (March 28): Administrative Rule Making
  - Read only: Introduction through “defining features” section (p. 156-159); “basic mechanics” section (p. 164-171); and “management challenges” section (p. 173-177)
  - Chapter 1. The Substance of Rules and the Reasons for Rulemaking
  - Chapter 3. Issues and Contradictions, Focus on p. 96-105 (Quality in Rule Making), skim the rest.
- Case: School lunch program regulations

Class 10 (April 4): Direct Government and Street Level Bureaucrats
  - Chapter 1: The Critical Role of Street-Level Bureaucrats (pp. 3-13)
  - Chapter 2: Street-Level Bureaucrats as Policy Makers (pp. 13-26)
UNIT FOUR: FROM GOVERNMENT TO GOVERNANCE

Class 11 (April 11): From Government to Governance
- Goldsmith and Eggers, Part 1

Essay #3 due April 10 at 11:59pm.

Class 12 (April 18): Contracting

Class 13 (April 25): Building and Managing Networks
- Goldsmith and Eggers, chapters 4 and 5
- Case: Margie McHugh and the New York Immigration Coalition

Class 14 (May 2): Meta-Governance
- Case: Integrating Housing and Social Services
- **NOTE: if you have to make choices about what to read, focus on Whitehead, Bell & Park, and the case. You can skim the Graddy & Bostic reading if you have to.**

Essay #4 due May 1 at 11:59pm.
Appendix A: Citations and Sources

Citations. Include a bibliography in each essay. Students are to cite sources in a manner consistent with academic honesty policies. I would rather you include too many citations rather than too few. As a general rule of thumb, provide a citation for something you did not know before you began your research. In-text citations and the bibliography should be formatted in ASA style. See the on-line help sheets at University at Albany’s citation fox website at http://www.asanet.org/students/ASA%20Quick%20Style%20Guide%204th%20edition%20update.pdf. This reference explains how to cite references in the works cited section (bibliography) of your paper and how to cite references in the text of your essay.

Acceptable Sources. Generally, your research should use primary sources more than secondary sources. 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. Secondary sources 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 sources. Be an intelligent consumer of information by evaluating secondary sources for potential political bias. If it is well known that a particular source is liberal or conservative, you must compensate for this in the paper. Acknowledge its bias and balance the information with something from a source on the other side of the political spectrum. Here are some places to start with your research, but feel free to consult other sources:

- Congressional testimony (available through Lexis/Nexis via the library) and reports completed by Congressional committee staff
- Agency Inspector General reports
- Congressional Research Service reports (opencrs.com and scattered elsewhere around the internet)
### Appendix B: Grading Rubric for All Essay Assignments, PAD 500, Prof. Dodge

<table>
<thead>
<tr>
<th></th>
<th>Excellent (1.5)</th>
<th>Average (1)</th>
<th>Needs Improvement (.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substance</strong></td>
<td>Demonstrates sharp understanding of theory</td>
<td>Demonstrates adequate understanding of theory</td>
<td>Demonstrates poor understanding of theory</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organizes overall essay into logical sections.</td>
<td>Organizes overall essay into logical sections, although some sections are poorly ordered.</td>
<td>Overall essay is not well organized; sections are missing and/or are poorly ordered.</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td><strong>Formatting</strong></td>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
</tbody>
</table>