PAD 302: Understanding Public Organizations
Mondays from 9:20 to 10:15 a.m. in 108 Humanities
Spring 2016

Instructor: Edmund C. Stazyk, PhD
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Phone: 518-591-8723
E-Mail: estazyk@albany.edu

Office Hours: Best by Appointment
Mondays 10:00 – 1:00

PRIMARY COURSE OBJECTIVES

This course focuses on the management of public organizations and their employees. Particular attention is devoted to exploring how politics, organizational structures and processes, people, and resources shape the performance of public organizations and their employees. To this end, the course will expose students to several key theories and management concepts applicable to all organizations—public, private, and nonprofit—as well as those seemingly unique to public organizations.

The main goals of this course are to (1) familiarize students with multiple perspectives and frames useful for understanding individual and organizational behavior; (2) deepen students’ appreciation of the challenges and possibilities of public management; and (3) enhance students’ ability to think critically and analytically about the management of public organizations.

Upon completion of the course, you should have

- Gained a basic understanding of prominent managerial theories,
- Acquired the knowledge and abilities necessary to think critically about organizational action and the behavior of individuals within organizations, and
- Learned tools and strategies for understanding, interpreting, and responding to the internal and external contexts of public organizations.

REQUIRED COURSE MATERIALS

Course readings are contained in the following book, which is available for purchase at the university bookstore and Mary Jane Books:


Also required are a series of articles, which have been posted to OneDrive. Access to OneDrive is free for all university students. Additional readings may be assigned throughout the semester and will be posted to OneDrive.

REQUIREMENTS AND EVALUATION

Class meetings will consist of a presentation of materials by the professor and a discussion of pertinent issues and readings by course members. Each student is expected to be a prepared and active participant. Readings should be completed prior to their scheduled discussion in class, and students should come to class sessions 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 three classes, the professor may drop you from 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 a computer for reasons unrelated to class will be marked absent and may be asked to leave for the remainder of the period.

Cell phone and pager use is not permitted in class. Phones and pagers should be powered off or turned to silent mode. Students using a phone while in class will be dismissed and considered absent for the day. If you are expecting an emergency call, please inform the professor in advance, keep your device in silent mode, and leave the classroom before answering any calls.

COURSE ASSIGNMENTS

Students are required to meet all deadlines 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. Paper copies will not be accepted.

Article Review and Presentation. Students will break into teams. Each team will be responsible for leading the class discussion on an assigned article. Assignments will be determined during the first week.

Reviews should consist of a formal presentation, using PowerPoint slides and lasting roughly 30 minutes in length. Approximately 15 minutes should be devoted to summarizing the main points of an article; the balance of a team's time should be dedicated to leading a class discussion on the article.

Teams should email the professor their PowerPoint slides at least 30 minutes prior to their assigned presentation time.

A successful presentation might review 1) the primary themes of the article, 2) any research questions and hypotheses considered, 3) the population/sample studied, 4) key data employed, 5) main conclusions drawn, 6) strengths and weaknesses of the approach taken, and 7) broader implications drawn from the article (e.g., relationship to course concepts and topics). Not all articles will fit this outline; teams may modify their presentation to suit a particular reading.
Those not presenting are expected to respond to questions and comment on the readings.

**Leader Profile/Biography.** Each student will select and prepare a brief profile of a well-known leader (contemporary or historical). The profile should describe (a) the context of the leader, (b) her/his leadership philosophy, style, and strategies, and (c) key takeaways useful for managing people and organizations. A successful paper will

1) Briefly summarize a leader's background *(e.g., formative experiences)*;
2) Describe the core challenge or challenges confronted by the leader;
3) Detail how the leader addressed or overcame these challenges;
4) Identify any lessons learned; and
5) Summarize how these lessons are applicable/useful to managing people or organizations.

Students must attain approval for their proposed leader by February 19. Final papers are due to the professor by 9:20 a.m. on March 11. Papers should be at least 5 pages in length, double-spaced, use 12-point *Times New Roman* font, and have 1-inch margins (not including a title page, citations, etc.).

**Quizzes.** Each week there will be a short quiz administered at the beginning or end of a class period. Quizzes will be based on the week’s core reading assignment.

Throughout the semester students will complete a total of 12 quizzes. Eleven of these quizzes will count toward a student’s final course grade; the lowest quiz score will be dropped.

Quizzes may be short answer or multiple choice. Each quiz will be worth 10 points. **It is not possible to make up missed quizzes.**

**Final Examination.** There will be a take-home final exam covering all course material due May 11 at 5:30 p.m. The exam will consist of short answer, short essay, and long essay questions. **Late exams will not be accepted and will earn a grade of zero.**

**COURSE GRADES AND EVALUATION**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>10%</td>
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<tr>
<td>Article Review and Presentation</td>
<td>10%</td>
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<tr>
<td>Leadership Profile/Biography</td>
<td>15%</td>
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<td>Quizzes</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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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 has raised 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 (for graduate students).

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

For help with citations, see
- http://libguides.library.albany.edu/citationgenerators.
- 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.

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.
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/.

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.

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.
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<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>January 20-22</td>
<td>1. Course Organization; Fundamentals</td>
<td>Chapter 1, Boyne (2002)</td>
<td>1. Quiz 1</td>
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<td>February 1-5</td>
<td>3. Rule of Law and Accountability</td>
<td>Chapter 3, Rutgers (2015)</td>
<td>1. Quiz 3</td>
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<td>February 8-12</td>
<td>4. Public Values</td>
<td>Chapter 4, Rosenbloom (1983)</td>
<td>1. Quiz 4, Leader Profile Proposal Due (2/19)</td>
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<td>February 15-19</td>
<td>5. Structure: Madisonian</td>
<td>Chapter 5, Finer (1941)</td>
<td>1. Quiz 5</td>
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<td>March 14-18</td>
<td>No Class — Spring Break</td>
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<td>April 11-15</td>
<td>No Class — IRSPM</td>
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<td>May 2-4</td>
<td>Open Week</td>
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<td>May 11</td>
<td>Final Exam Due at 5:30 p.m.</td>
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*This syllabus is a detailed plan for the course, but the professor will make changes/revisions if necessary. ** NO CLASS ON MARCH 28 – EASTER BREAK.*