Syllabus – Spring 2017
UST 515/600: Introduction to Public Administration

Cleveland State University
Levin College of Urban Affairs
Tuesdays 6:00-9:50 pm, UR 25
4 credits

General Information
Megan Hatch, Ph.D.
Assistant Professor
Levin College of Urban Affairs
Office: UR 316
Phone: 216.687.5597
Email: m.e.hatch@csuohio.edu
Office hours: Wednesday 3:30-5:30 pm, or by appointment, UR 316

Course Description
This is a graduate-level introductory course in American Public Administration viewed from the federal, state, and local levels. It is designed to give students a working knowledge of the multi-disciplinary approach to governance as embraced by the theories of Public Administration. The course will include discussions on management, values, organization theory, politics, law, budgeting, and human resources, among others. It will review the history and development of the practice of Public Administration, delve into the theories that are integral to the discipline, and review practical approaches to the application of these theories. It is both the theory and practice of governance that this class addresses. Students will explore fundamental concepts through the perspective of management (administration), politics, and law in order to understand the complexities of government in the 21st century. Theoretical concepts are paired with case studies to encourage learning through application. As this is an introductory course, it will provide the basis for further study in the discipline. This course, therefore, has no pre-requisites.

Learning Objectives
At the end of this course, students will:

- Identify, understand, and synthesize the historical ideas, schools of thought, key theories, and debates in the field of Public Administration.
- Appreciate the major intellectual traditions in Public Administration and possess a broad understanding of the theoretical approaches that have defined the field.
- Challenge the way they currently thinking about government, bureaucracy, and public service.
- Utilize models and theories to study, research, and analyze Public Administration.
- Apply Public Administration theory to real-life situations.
- Present ideas and arguments effectively using relevant research orally, visually, and in writing.
- Engage in discourse about Public Administration from an informed standpoint using facts as opposed to opinion.
- Be prepared for additional Public Administration courses.
Course Texts

  
  The syllabus refers to this book as Morgan et al.


- I will post additional readings on Blackboard (BB) and electronic reserve (ECR) in the library.

- Additional books you may find helpful, but that are not required:
  


  o APA Style Manual. You can purchase this through the bookstore or access tutorials and reference guides from the CSU library (http://library.csuohio.edu/research/vrd/citations.html).

Course Requirements

This is a seminar course where students are responsible for significant reading and classroom participation. Student are expected to complete all reading, written assignments, in-class individual and group assignments, presentations, and an examination. Students shall have all reading completed prior to the start of class. In order to be prepared for discussions based upon the readings, students are expected to formulate two questions they have about the week’s readings. Almost every week there is a case study for class discussion. Students are expected to actively participate in discussion of the week’s case study, which the students who wrote memos for that week will lead.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>15%</td>
</tr>
<tr>
<td>Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Case study memos (2)</td>
<td>25% (10% for the first memo and 15% for the second)</td>
</tr>
<tr>
<td>Book reflection paper</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper</td>
<td>25%</td>
</tr>
<tr>
<td>Research paper presentation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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- **Class participation (15%)**: Students will be graded on their participation in the class discussion based upon the thoroughness of their reading and thoughtfulness of their comments. Merely attending class will not be sufficient to receive full participation credit. As part of their participation grade, students will prepare two questions each week based on the assigned readings and be prepared to raise them in the class discussion. Please be respectful of the opinions of others and let everyone have a chance to make a contribution.
• **Exam (20%)**: A take-home essay exam will be due on April 4\textsuperscript{th}. The exam will cover material from weeks 1 through 10. You should not do any additional research for the exam; the class readings and assignments will be sufficient to succeed on the exam. I will distribute the exam two weeks prior to the due date. Please bring a *paper copy* of the exam to class, instead of submitting it through Blackboard.

• **Case study memos (25%, 10% for the first memo and 15% for the second)**: Each student will complete two case study memos. I will assign the case studies between Weeks 1 and 2 and particular case study questions will be posted to Blackboard two weeks before they are due. Students must help lead the class discussion of that case study. Memos should be 2 to 3 typed pages (no longer), single-spaced, Times New Roman size 12 or equivalent, with 1 inch margins.

• **Book reflection paper (10%)**: Our class session on February 28\textsuperscript{th} will be a discussion of Oberfield’s *Becoming bureaucrats*. In preparation for the book discussion, each student will read the book and write a short reflective paper on it. The paper should have a short (about 1 paragraph) overview of the book, with the rest of the essay discussing how the book reflects the student’s own experiences or expectations regarding public service. The reflection paper should be 2 to 4 typed pages, double-spaced, Times New Roman size 12 or equivalent, with 1 inch margins. Additional research is unnecessary.

• **Research Paper (25%)**: Each student will complete a research paper examining a current Public Administration problem from three of the theoretical perspectives and concepts we discuss in class. How would each of these perspectives/concepts address the problem? At least one of the theoretical perspectives or concepts must be from the third course module (Weeks 11 through 15). The Public Administration problem can be something in the news or a problem you have seen in your organization, but must be related to Public Administration and something that public servants/administrators could solve. The paper must be at least 12 pages (18 pages maximum), double-spaced, Times New Roman size 12 or equivalent, with 1 inch margins. Reference lists, tables and figures, cover pages, and appendices do not count towards the page minimum. It must use at least 10 peer-reviewed journal articles or academic books, along with 5 other reference materials of your choice. Wikipedia is not an acceptable source. Primary sources are always better than secondary sources (e.g. the textbook). Papers are due during the scheduled final exam time on May 9\textsuperscript{th}. A brief description of your topic is due March 7\textsuperscript{th}. Throughout the semester, we will devote class time to working on your papers. I will look at one draft of your paper and give you comments on it. This is optional. The final day for you to send me a draft is March 28\textsuperscript{th}. During the week of April 4\textsuperscript{th}, all students must arrange a 15 to 20 minute meeting with me to discuss your paper. I am also available during office hours throughout the semester to discuss your paper.

• **Research Paper Presentation (5%)**: Each student will present their paper to the class. Presentations should use PowerPoint or equivalent and be approximately 8 to 10 minutes long with two minutes for questions. You must attend all of your classmates’ presentations to receive full credit for this assignment.

All grading rubrics will be posted on Blackboard.
All written work must be submitted in APA style. A useful source for APA formatting is the Purdue OWL site: https://owl.english.purdue.edu/owl/resource/560/01/. Grading will be based not only on content, but also spelling and grammar. You are in graduate school and the expectation is that you will submit first-class, error-free work each time an assignment is due.

**Submitting Assignments and Turnitin**
Except for the exam, all assignments must be submitted electronically through Blackboard. These assignments will be run through Turnitin, a program where students and teachers submit written work to detect plagiarism. I believe it is very useful for students who wish to ensure they do not accidently plagiarize in their papers. Therefore, I see it as an excellent learning tool, rather than just a punitive one. You will have the opportunity to view your originality report and resubmit your paper before the due date. If you have questions about the originality report, please contact me. The case study memos, book reflection paper, and final research paper will not be accepted or considered submitted until you submit them to Turnitin through Blackboard.

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
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The professor will only give incomplete “I” grades to students if the student and professor have arranged it before grades are due. Students will only receive an I if they have documentation proving they are unable to complete the course through no fault of their own and they are generally passing the class (C grade or higher). Students receiving an I will sign a contract with the professor detailing what they must do to complete the class and the day by which they will complete it. If the student does not complete the class by the date in the contract, the grade will become an F. According to the Registrar’s Office, the last day to complete a course is the last day of classes of the next term.

Please refer to the CSU Catalogue for more information on I and X grades. Grades will only be changed after they are submitted to the Registrar in cases of clerical error.

There are no extra credit assignments. Your grade will be based on the credit you earn for each assignment.

**University Deadlines**
- Last day to drop for a full refund is January 20, 2017.
- The deadline for adding a course is January 22, 2017.
- The deadline for dropping a course is January 27, 2017.
- The last day to withdraw from the course is March 31, 2017.
- The final examination week is May 6-12, 2017.

Please check the CSU Academic Calendar to confirm all dates.
**Course Schedule**
This syllabus is intended as a guide to the course for the student. Sound educational practice requires flexibility and the professor may, with appropriate notice, change content and requirements at any time during the course. Attending class and checking your email and Blackboard regularly are the best ways to be informed of any changes.

**Course Schedule at a Glance**
I. The political and social environment of American Public Administration
   - January 17 – Introduction and course orientation
   - January 24 – Federalism
   - January 31 – Local government structure and functions
   - February 7 – Accountability, discretion, and ethics

II. Organizational theory and behavior
   - February 14 – Bureaucracy – classic models and current challenges
   - February 21 – Representative bureaucracy and diversity
   - February 28 – Book club, Reflection paper due
   - March 7 – Organizational behavior, Paper topics due
   - March 14 – Spring break, No class
   - March 21 – Leadership

III. The core functions of Public Administration
   - March 28 – Decision making, Optional paper draft due
   - April 4 – Student-professor meetings, No class, Exam due
   - April 11 – Human resources
   - April 18 – Budgeting
   - April 25 – Public policy and analysis
   - May 2 – Wrap up, Student presentations
   - May 9 – Final paper due
I. The political and social environment of American Public Administration

Week 1, January 17
Introduction and course orientation


Reading
- Recommended: Morgan et al. chapter 1

Case Study

Week 2, January 24
Federalism

Key Topics: Historical foundation of federalism. The constitutional origins of Public Administration. Values. Models of federalism and intergovernmental relations.

Paper: Start thinking about potential topics

Reading
- Morgan et al. chapter 4

Case Study
Week 3, January 31
Local government structure and functions


Reading

Case Study

Week 4, February 7
Accountability, discretion, and ethics


Paper: Narrowing in on a topic, discussion of research challenges

Reading
- Morgan et al. chapter 3 (pp. 51-60)
- Morgan et al. chapter 14 (pp. 413-427)
- Morgan et al. chapter 6 (pp. 145-154)

Case Study
II. Organizational theory and behavior

Week 5, February 14
Bureaucracy – classic models and current challenges

Reading
- Morgan et al. chapter 5

Case Study
- Chell, K. (1996). Improving decision making and patron service in the King County library system. A case study from The Electronic Hallway. Seattle, WA: The University of Washington’s Daniel J. Evans School of Public Affairs. (BB)

Week 6, February 21
Representative bureaucracy and diversity
Key Topics: Descriptive, substantive, and symbolic representation. Passive vs. active representation. Feminist perspectives in Public Administration. Diversity in research and in practice.

Reading
- Recommended: Hatch, M. E. (Forthcoming). Quiet voices: Misalignment of the three Cs in public administration curriculum. Journal of Public Affairs Education. (BB)

Case Study
- Oberfield, Z. (2014, November 14). Would more minority policy officers have made a difference in Ferguson? The Washington Post. (BB)
Week 7, February 28
Book club
Reflection paper due
Reading

Case Study: None

Week 8, March 7
Organizational behavior
Paper topics due
Reading
- Morgan et al. chapter 7

Case Study

Week 9, March 14
Spring break – No class
Week 10, March 21
Leadership

Key Topics: Instruments and functions of leadership. Challenges of administrative leadership. What makes a good leader? Public service motivation.

Reading

- Morgan et al. chapter 12 (pp. 357-373)

Case Study


III. The core functions of Public Administration

Week 11, March 28

Decision making

Optional paper draft due


Reading


Case Study

Week 12, April 4
Student-professor meetings – No class
Exam due

Week 13, April 11
Human resources

*Guest Speaker:* Professor Joe Mead, “Constitutional Rights of Public Servants”


*Reading*

- Professor Mead will be assigning a reading
- Morgan et al. chapter 9
- Morgan et al. chapter 8 (pp. 227-231)
- Radin and Smith (2009) *Point/Counterpoint* (ECR, all 1 file)

- Recommended: Morgan et al. chapter 8 (pp. 199-226)

*Case Study*

We will discuss the key topics below for budgeting:

**Key Topics:**
- Purpose of budgeting.
- Revenue types. Intergovernmental transfers and grants.
- Performance budgeting and zero-base budgeting.
- Politics and budgeting. V.O. Key and budget theory.

**Reading**
- Morgan et al. chapter 10 (pp. 271-300)
- Morgan et al. chapter 11 (pp. 317-326, 330-341)

**Case Study**

We will discuss the key topics below for public policy and analysis:

**Key Topics:**

**Reading**
- Morgan et al. chapter 13 (pp. 387-411)

**Case Study**
- Read other articles linked in these ones until you feel you understand all sides of the $15 minimum wage debate, especially in Cleveland.
Week 1
Wrap up, Student presentations
Key Topics: Semester review. Your research.
Reading
  • Recommended: Morgan et al. chapter 15

Finals, May 9
Final paper due

Classroom Policies

Attendance
Because this is a seminar course, a successful class depends on the active participation of all students. Attendance, punctuality, and staying the entire class period are expected. You may miss two classes without documentation without penalty. Subsequent absences will affect your class participation grade at a rate of five percentage points per absence. Arriving late and/or leaving class early twice counts as an absence. Assignments that are due on days in which you are absent must be submitted prior to the start of class (e.g. 6 pm on Tuesday). If you miss class or are late, please make sure you get notes from a classmate.

Late Assignments
Assignments must be turned in on the date they are due unless you made prior arrangements with me. Unless otherwise noted in this syllabus, all assignments are due by the beginning of class. Late assignments will be reduced by 10 percentage points for each day (6 pm to 6 pm) or part thereof it is late. For example, if an assignment is due at 6 pm on Tuesday, and you send it to me at 1 pm on Wednesday, your grade will be reduced by 10 percentage points.

Make-up Assignments
Make-up of assignments is at the discretion of the professor and only with written documentation such as a doctor’s note. Typically, make-up assignments will only be given in extraordinary circumstances, which are situations that could not have been reasonably anticipated. Except in absolute emergencies, you must inform me that you will be missing an assignment prior to the deadline. There is no way to make-up class participation.

Email Policy
While I read my email almost every day, I do not check it constantly. Therefore, please allow one business day for me to respond to your emails. If you email me an assignment, I will always send you a short confirmation email. Do not consider the assignment submitted until you receive that confirmation.

I do not give out grades over email. If you want a grade on a particular assignment or a mid-semester evaluation, please check your grades on Blackboard or see me during my office hours. I will keep graded exams and papers for one semester before shredding them. You may pick them up from my office at your convenience.

If I need to contact you, I will do so via Blackboard and your CSU email. Please make sure you check that account frequently for any updates.
Technology in the Classroom
When using technology, please be respectful of your classmates and the active and participatory nature of the class. Laptops and tablets are permitted for note-taking only. The use of these devices for email, Facebook, Twitter, Instagram, or any other purpose is prohibited while class is in session.

Please turn off or silence all cell phones during class time. If you are using your phone during class time, I reserve the right to ask you to leave class, and you will get a 0 for class participation and any assignments that day. If you need to take a call, send a text, or check your email during class time, please leave the classroom or wait until break to do so.

Please do not record the lecture or class discussion without permission of the professor.

I will usually start the class with a short PowerPoint lecture. In those cases, I will post the PowerPoint presentations on Blackboard, sometimes in a slightly modified format, at 6 pm the day before class. The slides only serve as a guide for the lecture—they are not sufficient for mastering the concepts nor are they a substitute for the class discussions. In order to earn a high grade in this class, you will need to learn the material by carefully reading the texts, actively participating in class discussions and case studies, and thoughtfully completing the assignments.

University Policies
Cancellation of Class Due to Weather
Class will not be cancelled due to weather unless the university is closed. Check the CSU website for the most up-to-date information.

Safety Escort
The CSU Policy Department offers a free escort service for students, faculty, and staff to and from their cars. To request an escort, call (216) 687-2020. For more information, visit http://www.csuohio.edu/welcome/safety-services.

Students with Special Needs
It is the policy of Cleveland State University that “Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunity for all students regardless of their disability.” Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Test Taking/Academic Challenges
The CSU counseling center provides academic counseling for students. They run workshops throughout the semester to assist you in maximizing your note taking skills, test taking skills, assisting with text anxiety reduction, and time management. Information on these services, as well as a schedule, can be found at: http://www.csuohio.edu/counselingcenter/academic-skills-development-workshops-0.
Writing Center
The CSU Writing Center is available to help you develop writing skills and learn how to avoid the problem of plagiarism. The Writing Center offers workshops and it is available on an individualized basis to assist you. Be certain to give yourself enough time for the Writing Center to review your material and suggest changes before the due date. The Writing Center can be reached at www.csuohio.edu/academic/writingcenter/index.html.

Academic Conduct
Please note that students are subject to all CSU student policies and academic regulations, including (but not limited to) The Code of Student Conduct and the Policy on Academic Misconduct, which can be found online at: http://www.csuohio.edu/compliance/student-code-conduct.

Students may not work together on assignments, although discussion of course topics and readings is always encouraged.

Your Code of Student Conduct states that: “Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status.” Although at times graded separately, the assignments in this course are interrelated. A breach of academic integrity in one assignment may affect the entire course, and be considered a major infraction, which will lead to a failing grade. It also can lead to additional punishments by the university, up to and including expulsion with a permanent notation on your transcript.

The CSU Student Handbook defines plagiarism as: “Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.”

Self-plagiarism occurs when someone copies something they wrote for another purpose without proper citation. Just because you wrote it does not mean you can use it whenever you want – self-plagiarism is still plagiarism. This means you cannot submit parts (or all) of another paper as original work for this class.

I take all forms of plagiarism and academic misconduct very seriously, and you should too. When in doubt, ask the professor, writing center, or librarian for clarification.

Please note that the professor uses plagiarism detection services such as Turnitin in order to evaluate student work.

Library Assistance
The CSU librarians are a very helpful resource. The CSU librarian assigned to work with students in our college is Diane Kolosionek. Her email address is d.kolosionek44@csuohio.edu and her phone number is 216.802.3358. You can make an appointment with her through the library website.