



## PUBA 709 Public Administration and Values

### Sample Syllabus

#### **Course Description**

This foundation course will introduce students to the historical and contemporary social, economic, political, and ethical context of public administration and governance in the United States. Students will gain an understanding of public institutions and values, and develop skills for interpreting and critically evaluating issues facing American public service today.

#### **Learning Objectives**

PUBA 709 will focus on accomplishing five learning objectives:

- 1) To introduce students to public administration as a field of professional practice and study, and to explore the role of the political environment (including the federalist foundation of American democracy and dynamics of intergovernmental relations) in efficient, effective, and equitable public management.
- 2) To enrich student appreciation of the roles of government, nonprofit organizations, businesses, and voluntary associations in a democracy, the core values of public service and citizenship, and the competing values inherent in democracy and public service organizations.
- 3) To broaden and deepen student understanding of governance as the contemporary framework for American public administration (featuring networks and collaborations crossing governmental and sector boundary lines instead of hierarchy and command-and-control systems), and to develop analytical tools for diagnosing conditions or problems and assessing collaborative governance approaches.
- 4) To provide students opportunities to identify, analyze, and evaluate current and continuing challenges, controversies, and tensions inherent in the field of public administration.
- 5) To prepare students for taking more advanced course work, for deciding on public service leadership career paths, and for pursuing a lifetime as a reflective practitioner.

#### **Required Text**

The following textbook is required. It will be supplemented with journal articles, case studies, and video materials.  
Kettl, Donald F. 2012. *The Politics of the Administrative Process*, 5<sup>th</sup> ed. Washington, DC: CQ Press

#### **Recommended Texts**

The following books are recommended to students who seek to broaden and deepen their understanding of materials covered in the first three units.

Denhardt, Janet V. and Robert B. Denhardt. 2011. *The New Public Service: Serving, Not Steering*, 3<sup>rd</sup> ed. Armonk, NY: M.E. Sharpe

Goodsell, Charles T. 2004. *The Case for Bureaucracy: A Public Administration Polemic*, 4<sup>th</sup> ed. Washington, DC: CQ Press

Linden, Russell M. 2010. *Leading Across Boundaries: Creating Collaborative Agencies in a Networked World*. San Francisco: Jossey-Bass

Shafritz, Jay M. and Albert C. Hyde. 2012. *Classics of Public Administration*, 7<sup>th</sup> ed. Boston: Wadsworth, Cengage Learning

Wilson, James. 1989. *Bureaucracy: What Government Agencies Do and Why They Do It*. Scranton, PA: Basic Books

Your understanding of the course materials and grasp of their relevance will likely be enhanced by reading a newspaper that covers the administrative aspects of government, business, and non-profit organizations. Two excellent sources are the *Wall Street Journal* and the *Washington Post*.

A number of websites will also prove valuable including [www.GOVERNING.com](http://www.GOVERNING.com), GovManagement Daily ([daily@govmanagement.com](mailto:daily@govmanagement.com)), ICMA SmartBrief ([icma@smartbrief.com](http://icma@smartbrief.com)), and [www.Stateline.org](http://www.Stateline.org). You should also visit the suggested websites at the end of each chapter of the Kettl text.



### Grading

To pass the course, students must demonstrate at least minimum attainment of the learning objectives. All of your work should reflect critical thinking, intellectual effort, and attention to detail. A grade of “P” (Pass) means that you have met these expectations. This is the typical grade for graduate work. An “H” (High Pass) is reserved for outstanding performance that merits special recognition. An “L” (Low Pass) indicates that while the basic course requirements were met, the work is below standards expected of Carolina MPA students. An “F” (Fail) means that all course requirements were not met or the overall quality of the work is unacceptable.

Grading will be based on the following:

- 1) Three Analytical Memoranda @ 10% (30%)
- 2) Debate and Persuasive Memorandum (20%)
- 3) Final examination (25%)
- 4) Reading comprehension (responses to weekly discussion questions) and class participation (25%)

Class work will be graded on a 100 point scale. Each product will be scored and weighted. Work submitted late will be penalized 5 points per day up to 50% of the assignment, unless due to extraordinary circumstances delayed submission was approved in advance by the instructor. Weekly class assignments must be turned in on time (48 hours prior to class) in order to receive credit. Each missed assignment (quizzes, case study questions, and class discussion questions) reduces the possible reading comprehension and class participation grade by 1 point. Unexcused absences also reduce the reading comprehension and class participation grade: 1 absence – 5 points; 2 absences – 15 points; 3 absences – 30 points. The highest possible grade that can be achieved after 4 absences is an L, and 5 absences will result in failing the class. For an absence to be excused, you must notify the instructor prior to the assignment due dates for that session and must complete all agreed upon work related to the class session. Make-up or revised work is not allowed. The overall course score will determine the final grade, as follows:

<u>Final Score</u>	<u>Grade</u>
94-100	High Pass
80-93	Pass
70-79	Low Pass
0-69	Fail

See “Written Work Product Expectations Checklist and Evaluation Rubric” at the end of the syllabus.

Class work submitted late will be penalized ½ grade per day, unless due to extraordinary circumstances delayed submission was approved in advance by the instructor. Make-up or revised work is not allowed.

### Major Assignments

The major assignments for this course will be preparing three Analytical Memoranda applying readings to cases, participating in a debate and preparing a Persuasive Memorandum on an enduring tension in the field of public administration, and taking a final examination. All assignments must be completed on time. Unless otherwise specified, all assignments should follow *The Chicago Manual of Style*. The manual, a required text for PUBA 721, provides specific guidance on punctuation, spelling, numbers, citations, and other style aspects.



### **Student Consulting Projects**

To demonstrate critical thinking and strengthen organizational analysis and professional writing competencies, students will assume the role of consultant and select one of the cases not assigned in readings during Units I and II, respectively, for examination. Three Analytical Memoranda will be prepared during the semester, focusing on a specific diagnosis of the administrative situation and recommended actions. In your role as a consultant you should: (a) identify a hypothetical client (e.g. city manager, governor, agency head), including a statement of the client's objective; (b) diagnose the underlying problem or situation and summarize alternative courses of action; and (c) apply material covered in the unit to a recommended approach, together with a method for evaluating the impacts. The first two Analytical Memoranda will be individual efforts (no more than three pages single-spaced); the third will be a consulting team effort (no more than five pages single-spaced). End notes, references, and appendix materials do not count against the page limit. Guidance regarding the memorandum format follows the Class Schedule.

### **Debates**

During a live session, students will also participate in debate teams addressing continuing and contemporary tensions in the field of public administration such as differences between public and private management, the politics-administration dichotomy, ways to ensure bureaucratic responsibility and ethical behavior, and privatization or outsourcing of services. Students will identify their top two topics from the list on pg. 13 before the week 9 in-class session; the instructor will organize the teams. Students will hone their presentation competencies by taking positions on these issues and defending them in class debates. Subsequently, students will prepare a position paper, or Persuasive Memorandum, of no more than two pages single-spaced analyzing the pros and cons of their team's debate topic, and arguing their individual position. The paper should be sent to the instructor in advance of the Week 12 live session.

### **Expectations and Ground Rules**

This course is intended to provide frames of reference for helping students seek out what you may not know about the field of public administration, and to question what you think you know. Critical thinking, openness to exploring ideas, personal reflection, and constructive challenging of underlying assumptions are strongly encouraged.

### **Readings, Class Participation, and Question Responses**

Professional success in public service depends in large part on the ability of individuals to be on time and well-prepared, meet deadlines, and participate productively in group activities. Therefore, PUBA 709 students are expected to complete all required readings in advance of class, and to actively engage in live session discussions. If you must miss all or part of a class, please notify the instructor by email in advance. See Grading for the consequences of missed assignments or classes.

At least 48 hours prior to the live class session, students should submit brief written responses to the questions appearing in the assigned case(s) at the end of each chapter of the Kettl book, as well as to the 3-5 in-class discussion questions posted for each week. Students should also raise any questions or issues relating to the readings that they would like to discuss. The instructor has posted a multiple choice quiz for each week, which students should take to gauge comprehension and to stimulate thinking about the readings. The multiple choice quizzes will not be graded but you are required to complete each quiz. Students will be expected to answer questions in live sessions, and to demonstrate that they have thought about and integrated the content.

### **Integrity**

The MPA program takes personal and academic integrity seriously. By registering for this course, students have formally acknowledged your acceptance of the standards of academic conduct as set forth in the University of North Carolina Academic Code (<http://honor.unc.edu/>). Except for the third consulting project, all work must be your own product. When someone else's ideas, opinions, or words are quoted, paraphrased, or referenced in any other way, they should be cited.

### **Special Assistance**

The University of North Carolina seeks to comply fully with the Americans with Disabilities Act (ADA). If you believe you have a disability requiring accommodation to assist you in your learning process, please advise the instructor. Students requesting accommodations based on a qualifying disability must contact UNC Disability Services at 919-962-8300.



## Enduring Tensions in Public Administration Resolutions

### *Accountability, Ethics, and Public Values*

Resolution 1: The growing number of political appointees at all levels of government is a good thing for the administrative process.

### *Mechanisms of Public Service Provision*

Resolution 2: The growth of third party government or “government by proxy,” featuring contracting with businesses and non-profit organizations for the performance of public services, has diminished the accountability of public agencies and administrators.

Resolution 3: It is good policy and practice to inform citizens about the work of public agencies and give them opportunities to present views at public hearings, but the returns on further engagement or empowerment such as through advisory boards, academies, and co-production of services do not warrant the investment of professional staff time and other public resources.

Resolution 4: Public agencies are not Burger King, able to respond to citizen desires to have services “their way,” so it is unrealistic and unwise to view citizens as “customers” of government.

### *Centralization-Decentralization of Power and Responsibility*

Resolution 5: Since local boundaries are irrelevant except for electoral purposes and solutions to all important problems require inter-organizational collaboration, the obligation of the public administrator is to find ways to work across boundaries and lead these efforts even though parochial elected officials and citizens might not desire to do so.