

PSC 342-7101: Public Administration
On-Line Course Syllabus
Fall 2015

Instructor:	John Fobanjong, Ph.D.
Email:	Course Messages OR Jfobanjong@umassd.edu OR email of choice
Phone:	508- 999-9177
Office Hours:	T & R, 12:00 – 1:00 (and by appointment)

This course is 100% ONLINE

Course Description

Course Description: Examination of the general nature of the bureaucracy in public and private organization and in various cultural contexts. Attention is given to administrative responsibility. Cross-listed as LST 342.

The course is designed to introduce students to various facets of the public sector, and particularly to the functioning and operation of government bureaucracies. The course will examine the processes that are involved in public policy formulation, implementation and evaluation.

In an era when it is increasingly difficult to discern private sector from public sector activities, it is necessary for students with career goals in either sector to acquire an understanding of how management in these sectors operates.

The text contains a fascicle of case studies to help students assimilate the material. The case studies will constitute part of classroom exercises. Classroom participation is an integral part of this course. As a result, students are required to read the assigned materials prior to each class session.

Synopsis: The American public administration (also known as the bureaucracy) is one of the largest institutions in the United States. From birth to death, it is involved in every aspect of our lives (issuing birth certificates, school immunizations, free grade public education, college financial aid, social security benefits, death certificates, etc.).

Indeed, for recipients of Medicaid and various prenatal public health programs, public administration is involved in their lives even before they are born. For an institution whose functions are this ubiquitous, having a university educated citizen study it while in college will help expand his or her intellectual horizons, and possibly enhance his or her active engagement in society.

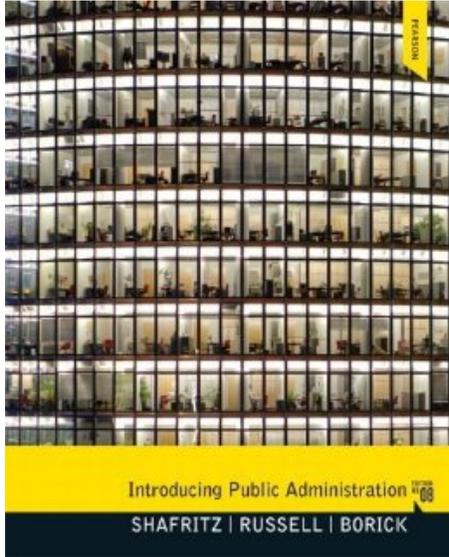
Not only does formal knowledge of the structure and functions of government enhance our understanding of the different facets of citizenship in the United States, it helps develop a heightened sense of political efficacy.

Prerequisite: PSC 101 and upper-division standing

Course Credits: 3 credits.

Required Text:

Shafritz, Jay M, E.W. Russell, Christopher P. Borick, *Introducing Public Administration* (8th Edition), Boston: Pearson Higher Education, 2011



Supplemental Readings:

Kevin B. Smith (Author), H. George Frederickson (Author), Christopher W. Larimer (Author), Michael J. Licari, *The Public Administration Theory*, Westview Press; 2 edition (December 27, 2011)

Holzer Marc, Richard W. Schwester, *Public Administration: An Introduction*
M.E.Sharpe (March 31, 2011)

Course Objectives

Course Objectives: Upon successful completion of the course, the student will be able to:

- identify the processes that are involved in the formulation, implementation, and evaluation of public policies.
- describe and illustrate the dynamics of policy making in the United States.
- discuss and analyze the growth of government bureaucracy, and the principal structures of this bureaucracy.
- differentiate between the broad distinctions that are characteristic of the public and private sectors.
- apply principles and concepts of strategic management, and able to state how they relate to the public and private sectors.
- discuss and analyze the managerial role of public administrators.
- illustrate and discuss bureaucratic leadership, decision making in administration, and public personnel administration.

Communication Plan

My expectations for electronic communication are as follows:

- Please use email ***ONLY*** when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.

- I check my email daily Monday through Friday during normal business hours only. If an email is directed at me, you can expect a reply within 24 hours during the work week. You **may** get an email reply during the weekend, but that would be an exception not the rule.
- I will also check the discussion forums daily during the work week. I will post often during the first weeks of the course and then drop off in activity while expecting participants to fill any void. Rest assured however, I **will** be participating in what I hope will be lively discussions and will **always** reply to any discussion comment directed specifically at me.
- I am not an instructor who sends email to my students when they submit an assignment. If you do not hear from me after submitting work, consider it a good thing. I will email you within 24 hours after due dates for any missing work.

https://mycourses.umassonline.net/bbcswebdav/courses/UMD_Advanced_Training/Module%202/sample%20communication%20guidelines.htm

Time Considerations

Students should be prepared to spend a minimum of 3 hours a week on reading and on course assignments. While you may feel that I'm displaying a lot of information to you on a weekly basis remember that in a traditional "live" course you would be coming to class for 3 hours and then spending an additional 3-6 hours (at least) outside of class on assignments and reading.

In our online course environment my expectation is that you will be spending those 3 "class hours" on your own, working on the concepts that you would usually get in a live lecture.

Please be sure to budget your time accordingly!

The Online Weekly Schedule

The online class week begins on Monday morning and ends on Sunday at midnight. Thus, you will have an average of seven days to complete your work (discussions, assignments and any assessments) for a given week.

Day 1 - Monday

Day 2 - Tuesday

Day 3 – Wednesday (make your initial contribution to discussion board by 11:59 pm)

Day 4 - Thursday

Day 5 - Friday

Day 6 - Saturday

Day 7 – Sunday (minimum of 2 follow-up postings (responses to classmates) by 11:59 pm)

Class Discussions

Discussion Board Grading & Guidelines:

The purpose of the online discussion boards is to encourage reflection and sharing of each student's knowledge and experiences and serves as an online version of "class participation". Participation in all of the class discussion topics is **required**.

Contributions to the Discussion Board will be evaluated by assessing the quality of participant contributions, degree of insight, contribution to knowledge, and by inspecting the frequency of each participant's postings and reading of the discussion (2-3 times per week is adequate).

The following rubric will be used to evaluate discussion board grading.

Grading Objectives/Criteria	Performance Criteria			
	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Frequency of postings	Posts at least three messages per thread, including two responses to classmates	Posts initial message and at least one response to a classmate	Posts initial message only; no responses to classmates	No postings
Timing of participation	Posts early in the week; messages are distributed throughout the week	Posts some messages late in the week and/or on the same day	Posts most messages late in the week and/or on the same day	No postings
Preparation	Demonstrates thorough preparation; references assigned readings	Logic of response indicates reference to assigned readings	Little evidence of reference to readings	No evidence of reference to readings
Relevance/continuity	Consistently posts messages related to the discussion topic; builds upon or challenges the comments of others	Frequently posts messages that are related to the discussion topic; makes some reference to others' responses	Occasionally posts messages that are not related to the discussion topic; little evidence of having read the discussion thread	Frequently posts messages that are not related to the discussion topic; no evidence of having read the discussion thread
Contribution to learning	Offers substantive ideas or insights that contribute to class learning; integrates course concepts; adds considerably to the thread	Adds somewhat to the thread	Adds little to the thread	Adds nothing to the thread

Guidelines for Discussion Postings:

Because the discussion occurs online as opposed to in class, there are several points to keep in mind.

1. Respond in a timely manner:

- Discussion Board postings for each topic will always be scheduled so that you must make your initial contribution by **Wednesday** (11:59 pm EST) and minimum of 2 follow-up postings (or responses to classmates) by **Sunday** (11:59 pm EST).

2. Substantive participation should:

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer's comments
- Challenge comments in class, including those of the facilitator
- Ask insightful questions
- Answer other people's questions
- Exemplify the point with real-life events, when possible
- Make comments that are relevant to the course content and objectives

3. Ideas for substantive participation include:

- Share an experience that is related to the discussion. Comment on other participants' experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course
- Challenge a point that another participant made in a respectful manner.
- Be respectful of others' ideas. Do not make insulting or inflammatory statements to other members of the discussion group.
- Be positive, constructive and creative in making comments about another's posting. Try using phrases like
 - "What would happen if you tried...."
 - "Could this be ethical in all situations, such as...."
 - "How would this rationale work when...."
 - "That is a unique way of looking at this because...."
 - "This made me wonder if the recent news reports on...."
 - "This reminds me of an article I saw on cnn.com about...."
 - "I saw a recent example of what you just described where..."
- Be thorough when you post your initial discussion posting and be sure to answer all parts of the discussion question(s).
- Offer a different perspective on an idea that is being discussed
- Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week's reading
- Discuss a work issue that is related to the course or discussion and ask for feedback
- Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life
- Share another resource such as Web links, books, etc. that you have used to answer other participants' questions or as you explore the topics of the course (as it is a violation of copyright law to copy the actual page)

HELPFUL HINT: Typing substantive (long) postings out in MSWord before formally posting to the discussion area can be helpful in the event that you are "kicked out" of the course by a loss of internet connection or other technical difficulties – that way you don't lose your work! Simply cut/paste your text from Word into the discussion posting space.

Interview Assignment

Students will be required to conduct an interview with a real-world public administrator (mayor, city manager, county supervisor, state legislator, university administrator, police chief, etc.) to gather information on the public administrator's functions and management style.

The results of the interview (your synopsis) will be shared with the class via the class discussion board, and should give students an opportunity to see how a public administrator has addressed or will address a given public policy issue.

You are welcome (encouraged) to use the Interview Questionnaire (link provided in the course website) as a guide for your interview with a public administrator. You are not required to submit the questionnaire as part of your assignment synopsis posted to the discussion board.

Grading

Evaluation and Grading Breakdown:

- | | |
|-------------------------------------|-----|
| ● Quizzes. | 15% |
| ● Exam 1 | 25% |
| ● Exam 2 | 25% |
| ● Final Exam | 25% |
| ● Class Discussions (participation) | 15% |

Grading Scale:

- | | |
|------------|----|
| ● 97 - 100 | A+ |
| ● 90 - 96 | A |
| ● 87 - 89 | B+ |
| ● 80 - 86 | B |
| ● 77 - 79 | C+ |
| ● 70 - 76 | C |
| ● 67 - 69 | D+ |
| ● 60 - 66 | D |
| ● 00 - 59 | F |

Policy on Late Assignments and Missing Assignments:

Students will receive no grade for a missing assignment. For late assignments however, the instructor will deduct 10 percent from the assignment grade.

Incomplete Policy

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I).

The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

<http://www.umassd.edu/nfi/teachingandadvising/coursesyllabus/sampleincompletestatement/>

Student Academic Integrity Policy

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like.

Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

****For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.***

<http://www.umassd.edu/studentaffairs/studenthandbookintroduction/studentconductpolicies/academicintegritypolicy/>

Disability Statement

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the [Center for Access and Success](#). The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508.999.8711.

<http://www.umassd.edu/nfi/teachingandadvising/coursesyllabus/sampledisabilitystatement/>

Resources

Tutoring

If you are having difficulty with the class please:

- Post a message on the Discussion Board – be sure to use your classmates for troubleshooting and problem solving.
- Make an appointment to come in and meet with me during my office hours.
- Contact the Academic Resource Center (ARC) for support:

Academic Resource Center, Liberal Arts – Room 7
Phone: 508.999.8708, Fax: 508.910.6404

Technical Help

If you are in need of technical assistance the IT Service Desk is available to students.

Claire T. Carney Library, lower level
508.999.8884 (x8884) or [Email](#)

Sunday: 12:00pm-2am
Monday thru Thursday: 7:30am-2am
Friday: 7:30am-11pm
Saturday: 9:30am-1pm

Students living in the Residence Halls may also contact the Residential Technology (ResTech) Support Center:

Visit [ResTech](#) in Elmwood Hall, lower level
Call the ResTech Help Line at 508.999.8040 (x8040)

Course Schedule

Week/Date Beginning	Topic	Assignments
Week 1: Sep 2-4	Defining Public Administration	Read Chapter 1 Participate in Discussions
Week 2: Sep 8-11	The Political and Cultural Environment of Public Policy and its Administration	Read Chapter 2 Participate in Discussions Complete Chapter Quiz
Week 3: Sep 14-18	The Continuous Reinventing of the Machinery of Government	Read Chapter 3 Participate in Discussions Complete Chapter Quiz
Week 4: Sep 21-25	Intergovernmental Relations	Read Chapter 4 Participate in Discussions Complete Chapter Quiz
Week 5: Sep 28-Oct 2	Honor, Ethics, and Accountability	Read Chapter 5 Participate in Discussions Complete Chapter Quiz
Exam 1 Oct 4-5	Exam will be available from Sunday October 4 at 5:00am until 11:59PM on October 5	Complete Exam 1
Week 6: Oct 5-9	The Evolution of Management and Organization Theory	Read Chapter 6 Participate in Discussions Complete Chapter Quiz

Week 7: Oct 12-16	Organization Behavior	Read Chapter 7 Participate in Discussions Complete Chapter Quiz
Week 8: Oct 19-23	Managerialism and Information Technology	Read Chapter 8 Participate in Discussions Complete Chapter Quiz
Week 9: Oct 26-Oct 30	Strategic Management and Government Regulation	Read Chapter 9 Participate in Discussions Complete Chapter Quiz
Exam 2 Nov 1- Nov 2	Exam will be available Sunday Nov 1-Nov 2 at 5:00 am until midnight Nov 2	Complete Exam 2
Week 10: Nov 2-6	Leadership	Read Chapter 10 Participate in Discussions Complete Chapter Quiz
Week 11: Nov 9-13	Personnel Management and Labor Relations	Read Chapter 11 Participate in Discussions Complete Chapter Quiz
Week 12 Nov 16-20	Social Equity	Read Chapter 12 Participate in Discussions Complete Chapter Quiz
Week 13: Nov 23-25	Public Financial Management	Read Chapter 13 Participate in Discussions Complete Chapter Quiz
Week 14: Nov 30-Dec 4 Dec 5- Dec 8	<ul style="list-style-type: none"> • Program Audit and Evaluation • Views of Real World Public Administrators 	<ul style="list-style-type: none"> • Read Chapter 14 and participate in discussions • Complete Chapter Quiz • Post interview results and participate in discussions
Final Exam Dec 9-10	Final Exam will be available from Wednesday December 10 at 5:00am until midnight on December 10	Complete Final Exam

GOOD LUCK IN YOUR STUDIES!

When necessary, this syllabus be adjusted to accommodate any unforeseen circumstances as the semester progresses.