

# University of Arkansas at Little Rock

## School of Public Affairs

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Instructor: Kirk A. Leach, Ph.D	Course #: PADM 7301
Office: Ross Hall 636	Title: Profession of Public Administration
Email: kaleach@ualr.edu	Semester: Fall 2020
Phone: 501.569.8513	Meeting date / time: Wed 6:00-8:40 pm
Virtual Office Hrs: M/W 4:15-5:45 pm & by appt.	Location: Ross Hall 209

### **General Course Description:**

This course is designed to give MPA and Nonprofit Management Certificate students an introduction to the discipline of public administration. The course will cover the historical development of public administration, the relationship between politics and administration, conflicting public values, define the public interest and the appropriate level of administrative discretion, as well as professionalism, the ASPA Code of Ethics, career planning for public service, and major sources of information for professional research. The materials presented in this course will represent practical applied knowledge, critical perspectives, and introduce students to the body of public administration literature.

### **Course format**

This course will be taught as a hybrid course and include a few face-to-face meetings if space allows; synchronous meetings using the breakout room option in Blackboard Collaborate for group work and case discussions; and asynchronous writing prompts & assignments. Our meeting dates and locations are listed on the syllabus:

**F2F - we meet face to face in Ross 209 - following social distance guidelines\*\***

**Virtual - we meet virtually, at our scheduled class time via Blackboard Collaborate Ultra**

\*\* We have a few socially distant face-to-face meetings scheduled, however students may choose to attend virtually **via Blackboard Collaborate Ultra on those days.**

The course will include the use of both theory and practice. **This is primarily a discussion based course, but will combine several delivery modalities including short online mini lectures, peer learning via small group discussion and team work, and online video materials. During a typical class meeting [whether face-to face or virtually online] we will engage in debates, and structured reflections.** Therefore, **it is expected that you prepare for class having read the assigned articles and chapters.**

Throughout the course you will be pushed to improve your critical thinking and persuasive writing skills.

### **Virtual Office hours:**

**I will have Virtual hours on Mondays and Wednesday from 4:15-5:45pm. You can drop in my office hours via the following GoogleHangout link.**

**Meeting ID**

[meet.google.com/nns-vdkz-zpj](https://meet.google.com/nns-vdkz-zpj)

**Phone Numbers**

**(US)+1 219-281-4711**

**PIN: 239 471 920#**

We can also schedule an appointment for an alternate time; this can be arranged via email ([kaleach@ualr.edu](mailto:kaleach@ualr.edu)).

**Blackboard** – A Blackboard site is set up for this course. Each student is expected to check the site multiple times every week during the semester. Blackboard will be the primary venue for outside classroom communication between the instructor and students. Students can access the course site at: <https://blackboard.ualr.edu/>

**We will use BlackBoard Collaborate Ultra as our Virtual Classroom. You can access our “Virtual Classroom” via the Navigation panel on the left of our Blackboard course screen.**

**In PADM 7301, the following Universal Competencies are stressed:**

Students will be able to discuss the interaction of political administrative processes, the roles of administrators, and how theories and concepts can be applied in resolving public problems.

1. General knowledge: Demonstrate a substantive knowledge about public and nonprofit organizations, public policy, the political process, public service values, and professional ethics
  - Define Public Administration
  - Examine the distinctive characteristics of public organizations
  - Distinguish public and non-profit organizations from private organizations
  - Distinguish among historical organization theories and their application to organizations and the impact on management
  - Examine the role of information in public organizations
2. Research skills: Use quantitative and qualitative, analytical, and diagnostic capabilities and apply these skills to organizational and managerial issues
  - Analyze research, journal articles and case studies
  - Identify different research methods used to gather data
  - Use the various databases in the university libraries to conduct a literature search on an appropriate topic, prepare an annotated bibliography, and write a research paper.
3. Professional skills: Identify best practices used to perform managerial and technical skills
  - Identify the issues and best practices in program evaluation, finance and budgeting, human resources, information management, collaboration, and intergovernmental administration in the public sector
  - Examine the roles of ethics in the public sector
4. Communication skills: Demonstrate effective written and oral communication skills

- Write a literature review on a public administration topic
- Read, analyze, and write a review of a research article
- Read, analyze, and write an analysis of a public administration case study
- Do an oral presentation in-class
- Engage in scholarly discourse with peers in classroom setting

### **Course policies**

**Attendance** – Our course requires active participation and discussion. Therefore, it is important that you come to class prepared to discuss the readings. If you are unable to attend class because of work, family or other obligations please email me at: [kaleach@ualr.edu](mailto:kaleach@ualr.edu).

**Written work** – This is a graduate level course and accordingly all written work, **including online discussion posts**, will be evaluated not only based on substance and persuasiveness, but also spelling, style, grammar, and organization. Proofread your work prior to submission. All assignments are to be uploaded via Blackboard. **No late work will be accepted.**

**Academic integrity** – All students are expected to be familiar with the University of Arkansas at Little Rock Integrity Standards. The UALR Academic Integrity Policy can be accessed here: <http://ualr.edu/deanofstudents/academic-integrity/>

**Students with Disabilities** – Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to document a disability) and need an accommodation, please contact me privately as soon as possible so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at [ualr.edu/disability](http://ualr.edu/disability). (UA Little Rock Policy 404.9)

### **Classroom culture**

**Electronic devices** – Electronic and wireless devices have become an integral part of modern life. However, it is important that electronic/wireless devices are used appropriately. In consideration of your fellow students and to maintain an optimal learning environment, please silence cell phones while you are in class. The **use of electronic/wireless devices in class is a privilege and restricted to in-class activities**, including taking notes, viewing the lecture slides presented by the instructor, or accessing the internet for class-related information. If the instructor or one of your classmates says something that really strikes you please feel free to #MindBlown #SayWhat!!!!

It is expected that **learning** in our class will depend on **active participation and vigorous discussion**, but in **an atmosphere of mutual respect** among students and the instructor. Be creative and question what you read. All ideas and contributions are encouraged. **We will cover controversial social topics.** It is important to recognize that others may have different opinions and that we should discuss these issues in a cooperative and respectful manner. Students should feel free to challenge the instructor and one another assured that **our shared space is a safe environment to explore not only technical, but also controversial and provocative ideas.**

### **Required text**

Public Administration An Introduction, 3rd Edition, By Marc Holzer, & Richard W. Schwester. ISBN 9781138579668 (pbk.: alk. paper) | ISBN 9780429507878 (ebook)

**Listed by Chp# on reading list**

**Other readings as required on the syllabus are accessible via Blackboard**

**You are responsible for all required readings.** You are encouraged to use any additional materials that will help you with the material we will cover. Periodically I will post peer reviewed journal articles or media that supplement the required reading.

Course **readings as assigned** and **active participation in class discussions is expected.** Students are also encouraged to read the daily newspaper in order to follow current public administration discussions from a local, state and national perspective. Students are encouraged to sign up for American Society of Public Administration - News Digest here: <https://www.multibriefs.com/briefs/aspa/> Students who do not subscribe to a daily paper are encouraged to access newspapers online and an Arkansan paper.

### **Assignments & Grading**

- Participation – 10%

It is **important that you come to class** and be prepared. You are **expected to read the assigned materials prior to class and be prepared to discuss the material, respond to questions, and to offer insight.** Your participation grade will be based on my evaluation of your preparedness; your in-class discussion; questions posed; and online posts. At the beginning of assigned weeks, I will post a set of questions on our discussion board for your comments. Please note that a “satisfactory” comment is one that is thoughtful, well-written, and has substance in its ability to stimulate dialogue. A comment like “Yes, I agree with you” is not a satisfactory comment. “Yes, I agree with you because . . . etc.” is satisfactory.

- Current event discussion – 10%

**Current event discussions. Beginning on the 2nd class meeting.** Each student is responsible for at least one (1) current event discussion that you will present to the class. These could include on-going events, issues, or topics at the federal, state, or local US context. For example you can discuss school funding and property taxes; the use of volunteers to deliver public services; tax-exempt organizations and impact on local

budgets; managing public resources in times of crisis; ethics in government; use of data to sway public opinions etc - this is not an exhaustive list! However, **the event must tie back to a concept from the assigned reading for the week. The goal is not the “right questions” but rather to produce “good questions” that get the conversation going and help us understand the concepts for the course.** We will rotate responsibility for our current event discussions. **Two [2]** students will present each week, so please email me what day you would like to present your current event.

The articles need to be uploaded to Blackboard by Midnight [Tuesday] the day before class of each week. Students will discuss their articles in the class (approx 5-10 minutes max) and pose 2-3 questions to the class for discussion. We will discuss 2 articles each evening. If you are NOT leading the discussion please come to class prepared to engage in discussion. Be sure you have read the article. Of course, **all students are expected to read the articles and participate in these discussions** with their own reflections and critiques. Be respectful of your peers. Facilitating a discussion is challenging.

- Case analysis – 30%

We will analyze three [3] cases to apply the concepts we discuss in class. Case analysis requires students to critically examine real world, and in some cases hypothetical events in the context of the theoretical & conceptual work covered during the course. **We will discuss the case in class, then students will submit individual papers 800-1000 words, approx 3-4 pages in length.**

Cases analyses must be uploaded to our Blackboard site. Cases are due by **midnight** [11:59 pm] on the due dates listed on the syllabus:

- Sept 30th - Collaboration Amid Crisis (Moynihan, 2005)
- October 21st - The End of Diversity Policy (Owen & Kauffmann, 2015)
- Dec 2nd - Collaboration for Civic Change (Appel & Saidel, 2010)

For your case paper: using examples from the case, explain how the concepts/theories we discuss in class relate to the case; be sure to clearly define and discuss any theoretical concepts utilized in your analysis; describe your reaction to the case and how it relates to your own experiences; propose your solution to any questions presented. Be sure to 1) **Briefly** summarize the **background and facts** surrounding the case [**no more than 1 page**], 2) Succinctly state the problem, 3) Identify the critical issue or issues contributing to the problem, 4) Specify various actions taken in the case, 5) Evaluate the effectiveness of each major action discussed against the critical issues presented, and 6) **Decide and support** your recommended course(s) of action [**at least 1-2 page**]. Include section headings to help structure your thinking. Link the case to the readings for the week. **Students are required to integrate a minimum of two (2) additional readings into their analysis of the cases** [most likely in your recommendations and/or in defining / discussing concepts section]. Additional details on how to do case analysis will be presented in class before the assignment is due.

- Response papers - 20%

You are required to **submit four (4) response papers** over the course of the semester. You can submit responses to any of the topics covered. Response papers are to be approximately 400-500 words (**2 - 3 page max**) and reflect your synthesis of the readings. Do not merely summarize the main elements of the assigned text [this is not a book report]. The objective of these papers is to analyze the main ideas, assertions /arguments, and the assumptions presented by the author(s) and corresponding theory. How well is each assertion/argument supported? What are the author(s) assumptions based on? Why does this reading matter in building your perspectives of public administration? The goal is a critical analysis of what you have read. Your response papers can compare/contrast the readings; agree/disagree with the readings for stated reasons; identify theoretical / methodological gaps in the readings etc. The papers are not an editorial rant of your personal opinions. The papers are due by Midnight 11:59 pm on the [Tuesday] day before the topic is discussed. **Please end your response paper with a question for class discussion. We will use these questions to guide our class discussion.** Response papers are to be uploaded to the response paper folder on Blackboard.

- Memes in PA– 10%

**Students will generate two [2] original memes related to public administration** in the U.S. Students are encouraged to caption their meme using Meme Generator (<https://imgflip.com/memegenerator>) or Quick Meme (<http://www.quickmeme.com/caption>); OR caption their image in a Word document. The caption must be an original caption written by the student. Students who turn in a popular meme from social media with an unoriginal caption will not receive credit. Though the caption must be the original work of the student, students may choose to use popular meme images (e.g. Giorgio Tsoukalos; Jean-Luc Picard; Darth Vader; any gif from The Office etc). Students may caption their own image (e.g. a personal photo). **Meme content must be appropriate for Academic work.** Students will write a short explanation no more than 1 double-spaced page in length (not counting the meme) of how the meme is relevant to public administration. Students will upload a Word or .pdf document with the meme, an explanation, and references to Blackboard.

**Your memes are due by 6:00 pm on:**

- September 16th - **Meme the bureaucracy**
- November 4th - **Meme Public Agency Performance**

- Final research paper / literature review – 20%

Form groups of no more than 3 students. **Please email me your team members and topic by September 30th @ midnight [11:59pm]**. Your group will have two options for the final paper. Option 1: Write a case study of a state or municipal agency organized around a main issue or topic of interest to you. Option 2: Write a conceptual/ theoretical paper on a topic relevant to the course materials. Further details are in the ‘Content’ folder on Blackboard. **The final paper is due by December 9th at midnight [11:59pm]. Please**

**Grading**

I will calculate your grades by summing the points you have accumulated and dividing by the total points available (500), to convert your grade to a 100-point scale. Grades will be assigned according to the following:

- A 91-100
- B 81-90
- C 71-80
- D 61-70
- F <60

For University grading policy:

<https://ualr.edu/policy/home/student/grades-and-grading-grad/>

Note: Incomplete (I) grades will only be given for legitimate documented reasons.

**Readings and themes**

Note: this syllabus is subject to change. I will notify you in class or via Blackboard of any changes

Week	Date	Meeting	Topic / Readings & Assignments
1	Aug 26	F2F	Awkward icebreaker; overly dramatic intros; and what we're doing over the next few weeks ... #ReadTheSyllabus Overview: Public Administration as a profession & field of study (briefly)  <b>Assignments review</b> <b>Blackboard Intro</b>
2	Sept 2	Virtual	<b>Required Reading:</b> Chp 1 - What PA entails  Denhardt, R. B., & Denhardt, J. V. (2000). The new public service: Serving rather than steering. <i>Public Administration Review</i> , 60(6), 549-559
3	Sept 9	Virtual	<b>Required Reading:</b> Chp 2 - Org theory and management  Moe, T. M. (1995). Toward a theory of public bureaucracy. <i>Organization theory: From Chester Barnard to the present and beyond</i> , 116.
4	Sept 16	F2F	<b>Required Reading:</b>

			<p>Chp 3 &amp; 4 - Politics &amp; PA; Intergovernmental Relations</p> <p>Pandey, Sanjay K., David Coursey and Donald P. Moynihan. 2007. Overcoming Barriers to Organizational Effectiveness and Bureaucratic Red Tape: A MultiMethod Study. <i>Public Performance and Management Review</i> 30(3): 371-400.</p> <p><b>Recommended</b></p> <p>McCubbins, M. D., Noll, R. G., &amp; Weingast, B. R. (1987). Administrative procedures as instruments of political control. <i>Journal of Law, Economics, &amp; Organization</i>, 3(2), 243-277.</p> <p><b>Assignment Due: Meme the bureaucracy - see assignment directions above</b></p>
5	Sept 23	F2F	<p><b>Required Reading:</b></p> <p><b>Case Discussion:</b></p> <p>Moynihan, D. (2005). Collaboration amid Crisis: The Department of Defense During Hurricane Katrina. La Follette School of Public Affairs, University of Madison-Wisconsin. Retrieved from <a href="https://www.maxwell.syr.edu/uploadedFiles/parcc/eparcc/cases/Moynihan-Case Study.pdf">https://www.maxwell.syr.edu/uploadedFiles/parcc/eparcc/cases/Moynihan-Case Study.pdf</a></p>
6	Sept 30	Virtual	<p><b>Required Reading:</b></p> <p>Chp 5 - Ethics</p> <p>Denardt, K. G. (1989). The management of ideals: A political perspective on ethics. <i>Public Administration Review</i>, 49(2), 187-192.</p> <p>ASPA Code of Ethics:  <a href="https://www.aspanet.org/ASPA/Code-of-Ethics/Code-of-Ethics.aspx">https://www.aspanet.org/ASPA/Code-of-Ethics/Code-of-Ethics.aspx</a></p> <p>Ethical practices:  <a href="https://www.aspanet.org/ASPADocs/ASPA%20Code%20of%20Ethics-2013%20with%20Practices.pdf">https://www.aspanet.org/ASPADocs/ASPA%20Code%20of%20Ethics-2013%20with%20Practices.pdf</a></p> <p><b>Recommended:</b></p> <p>Graham, G. A. (1974). Ethical guidelines for public administrators: Observations on rules of the game. <i>Public Administration Review</i>, 34(1), 90-92.</p> <p><b>Case analysis due:</b> Moynihan, D. (2005). Collaboration amid Crisis</p>

			<b>Teams for final due via email to:kaleach@ualr.edu</b>
7	Oct 7	Virtual	<p><b>Required Reading:</b>  Special topic on Social Equity  Norman-Major, K. (2011). Balancing the Four E s; or Can We Achieve Equity for Social Equity in Public Administration?. <i>Journal of Public Affairs Education</i>, 17(2), 233-252.</p> <p>Lopez, G. R. (2003). The (racially neutral) politics of education: A critical race theory perspective. <i>Educational Administration Quarterly</i>, 39(1), 68-94.</p> <p>Blessett, B., Dodge, J., Edmond, B., Goerdel, H. T., Gooden, S. T., Headley, A. M., ... &amp; Williams, B. N. (2019). Social equity in public administration: A call to action. <i>Perspectives on Public Management and Governance</i>, 2(4), 283-299.</p> <p>Hankivsky, O., &amp; Cormier, R. (2011). Intersectionality and public policy: Some lessons from existing models. <i>Political Research Quarterly</i>, 64(1), 217-229.</p> <p><b>Recommended</b></p> <p>McGuire, M. (2006). Collaborative public management: Assessing what we know and how we know it. <i>Public administration review</i>, 66(s1), 33-43.</p>
8	Oct 14	Virtual	<p><b>Required Reading:</b>  Chp 7 - Public Decision making</p> <p>Bingham, L.B., T. Nabatchi, &amp; R. O’Leary (2005). The new governance: Practices and processes for stakeholder and citizen participation in the work of government. <i>Public Administration Review</i> 65(5): 547-558.</p> <p><b>Recommended</b></p> <p>Lindblom, C. E. (1979). Still muddling, not yet through. <i>Public administration review</i>, 39(6), 517-526.</p>
9	Oct 21	F2F	<p><b>Required Reading:</b></p> <p><b>Case Discussion:</b>  Owen and Kauffmann (2015). The End of Diversity Policy</p>
10	Oct 28	Virtual	<p><b>Required Reading:</b>  Chp 10 - Public Performance</p>

			<p>Provan, K &amp; Milward, H. B. (2001). Do Networks Really Work? A Framework for Evaluating Public Sector Organizational Networks. <i>Public Administration Review</i> 61:4, 414-423.</p> <p><b>Recommended</b></p> <p>Ansell, C. &amp; A. Gash (2008). Collaborative governance in theory and practice. <i>Journal of Public Administration Research and Theory Advancement</i>, doi:10.1093/jopart/mum032.</p> <p><b>Case write up due: The End of Diversity Policy</b></p>
11	Nov 4	F2F	<p><b>Required Reading:</b> Chp 11 - Program and Policy Assessment</p> <p>Neem Destler, K. (2016). Creating a Performance Culture. <i>American Review of Public Administration</i>, 46(2). doi: <a href="https://doi.org/10.1177/0275074014545381">https://doi.org/10.1177/0275074014545381</a></p> <p><b>Recommended</b></p> <p>Kissane, R. J., &amp; Gingerich, J. (2004). Do you see what I see? Nonprofit and resident perceptions of urban neighborhood problems. <i>Nonprofit and Voluntary Sector Quarterly</i>, 33(2), 311-333.</p> <p>Solórzano, D. G., &amp; Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. <i>Qualitative inquiry</i>, 8(1), 23-44.</p> <p><b>Assignment Due: Meme Public Agency Performance - see assignment directions above</b></p>
12	Nov 11	Virtual	<p><b>Required Reading:</b> Chp 12 - Data - focus on qual methods in PA</p> <p>Maxwell, J. A. (2020). The value of qualitative inquiry for public policy. <i>Qualitative Inquiry</i>, 26(2), 177-186.</p> <p>Parker, L., &amp; Lynn, M. (2002). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology. <i>Qualitative inquiry</i>, 8(1), 7-22.</p> <p>Hunter, M. (2002). Rethinking epistemology, methodology, and racism: or, is White sociology really dead?. <i>Race and Society</i>, 5(2), 119-138.</p>
13	Nov 18	F2F	<p><b>Required Reading:</b></p>

			<p><b>Case discussion:</b> Collaboration for Civic Change (Appe &amp; Saidel, 2010)</p> <p>Frederickson, H. G. (2005). Whatever happened to public management? Governance, governance everywhere. In E. Ferlie et al., eds., The Oxford Handbook of Public Management. Oxford, UK: Oxford University Press, 282-304.</p> <p>Wolf, T (2016). Places where collective impact gets it wrong. Available here: <a href="http://www.gjcpp.org/en/resource.php?issue=21&amp;resource=200">http://www.gjcpp.org/en/resource.php?issue=21&amp;resource=200</a></p>
<b>14</b>	<b>Nov 23-29</b>		<b>Fall Break</b>
15	Dec 2	Virtual	<b>Case analysis due:</b> Collaboration for Civic Change (Appe & Saidel, 2010)
16	Dec 9	Virtual	<b>Final papers and assignments due</b>

**Acknowledgment of UALR Academic Integrity Policy**

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred.

Academic Integrity Policy is available at <http://ualr.edu/deanofstudents/academic-integrity/>

I \_\_\_\_\_ (please print) acknowledge I read and understand UA Little Rock’s Policy on Academic Integrity.

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Signature

Date

This form must be signed and returned by **September 9<sup>th</sup>, 2020**.