Class Time and Location

Meets on Mondays at 6:00-8:45 p.m. in Allgood Hall N240

Instructor: Will Hatcher, Ph.D.  
Email: wihatcher@augusta.edu  
Phone: 706-667-4423  
Office Hours: Mondays and Wednesdays, 1:00 to 3:00 p.m.; Tuesdays and Thursdays, 1:00 to 5:00 p.m. in Allgood Hall N307

Course Description

Welcome to our MPA program and the study of public administration! Our field has an impressive past. Since nations first started to form, there has been public administration. In the United States, public administration developed as a separate field of study and practice with the Progressives in the early 1900s. Cities started to hire professional managers, often engineers, to run municipalities in a professional manner, based on expertise and not politics. Around the same time, the scholarly field of public administration started to empirically explain and describe administration. In recent decades, the public’s distrust of government has increased to unhealthy level our republic. This distrust in government makes it difficult for us as public managers to serve our communities. Because of this, it vital that our field is held accountable and strives to serve our communities by implementing policy in an effective, efficient, and fair manner.

This course is designed to introduce the MPA student to the intellectual tradition of the field of public administration. It will focus on theories, concepts and methods which have become associated with the discipline of public administration.

Kettl organizes his textbook around the three important themes of politics, performance, and accountability. This semester, we will discuss the field of public administration—its history, major theories, and functions—through these themes.

Learning Outcomes

This course is designed to assist you in mastering specific competencies identified by our accrediting body, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and specific learning outcomes we have identified as being essential to your success.

By the end of the course, students will be able to:

1. Explain the political, social, and economic context in which government and nonprofit agencies operate (assessed by course exams).
2. Write a professional memorandum and a literature review essay (assessed by memo assignments and literature review assignment).
3. Explain and describe public administration as a field of practice and scholarly inquiry (assessed by course exams).
4. Present a case study analysis in a professional manner (assessed by case study exercise).
5. Complete the cultural competency training and self-reflection (assessed by cultural competency assignment)

Required Materials and Other Resources

For this course, there are two required textbooks:

Students are encouraged to read a major newspaper daily. Additionally, students are encouraged to read the magazine Governing, which deals with public administration and policy issues. Students can also keep up with current public administration news and research by reading the American Society of Public Administration’s PA Times. Students can also stay engaged with state and local public policy by reading Stateline on a regular basis.

Students will benefit by becoming familiar with the top peer-reviewed journals for public administration, which are:
1. Public Administration Review
2. Journal of Policy Analysis and Management
3. Journal of Public Administration Research and Theory
4. Public Administration Quarterly
5. American Review of Public Administration
6. Journal of Public Affairs Education

Grading

Midterm exam 25%
Final exam 25%
Literature review 20%
Case study memo 10%
Case study presentation 10%
Participation 10%
Total 100%

*****A= 90 - 100; B= 80 – 89; C= 70 - 79; D= 60 – 69; and F= 0 – 59
*****Prior to mid-semester, you will receive feedback on your performance in this course.

1. Exams (50%): The exams will consist of essay questions covering the material addressed in the readings and the class lectures and discussions. Students will have to complete a midterm exam and a final exam.
2. **Literature review (20%)**: Students will research a public administration topic and write a review of the scholarly literature on the topic. Detailed guidelines will be made available on D2L.

3. **Case study memo and case study analysis (20%)**: Students will work with a partner to analyze a case study, develop appropriate recommendations for solving the dilemma(s) presented, and present results in writing (in professional memorandum form) to me and through a presentation to classmates. Detailed guidelines will be made available on D2L.

4. **Participation (10%)**: A large part of this course will be treated as a seminar where issues are discussed by the whole class with the instructor serving as a facilitator. All students are expected to actively participate in the course discussions. The course’s cultural competency assignment will be part of your participation grade.

**Teaching Methods**

I am a strong advocate of connecting theory with practice. Throughout the semester, we will focus on learning how public administration scholarship relates to administration in practice. To accomplish this instructional goal, we will examine theories and concepts, but then move toward applying those theories through case study exercises, guest lectures, and assignments rooted in practice. For most class meetings, I will present a lecture, and then we will discuss the week’s material. It is vital that students be ready to discuss the material to evaluate its implications for public administration practice.

**Special note on guest lectures**: I invite guests into class because they have expertise and experience to share with you. Listed below are the special guidelines I expect to be followed when we have guests.

1. Guests may be discussing issues or topics that are controversial in the community, giving you insight that may not be available to the public. Under no circumstances are you to discuss information divulged in a guest lecture of this type outside the classroom unless it is with a classmate.
2. Every guest appearance will end with a Q & A period. I expect students to participate in the Q&A, so bring a question with you to class that night or come up with one while you listen to the speaker.
3. Many of the guests will be people in senior positions, so be respectful and courteous. They notice when students don't pay attention, starting pulling together things to leave before their time is up, etc. They also notice when students ask sharp, intelligent questions. Your behavior could make a difference should you choose to apply for a position or an internship with that guest's organization.

**Attendance and Participation**

Attendance at all class meetings is required. If you attend all class meetings, you will receive a bonus of 1% added on to your final grade. You can miss one class meeting and still get your 1% if you have a legitimate (documented) excuse. If you miss more than one, you get zero bonus points. It is important that you attend class. The course exams are based heavily on material covered in class. If students accumulate more than two absences, it will be difficult to do well in the course.
For each class meeting, students will be required to participate in classroom discussions. To do so, students must complete the week’s readings and assignments. Student’s participation grade will be assessed based on classroom discussions and their grade on the case study assignments.

**Late/Incomplete Work**
All assignments must be turned in by their due date and time. If a student turns in work late, 15% of the assignment’s total grade will be deducted for every day that the work is late.

**Withdrawal Policy**
If necessary, students are responsible for withdrawing themselves from the course. If a student fails to withdraw from the course before the final withdrawal date, the student runs the risk of failing the course.

**Technology in the Classroom**
I encourage students to use technology that contributes to their learning experience. However, if students use technology for purposes not related to the course, such as Facebook, then technology becomes a distraction to students, their classmates, and me.

**Academic Honesty**
The university regulations regarding academic dishonesty including (but not limited to) cheating, plagiarism, and credential misrepresentation will be strictly enforced. Plagiarism includes but not limited to the presentation of ideas, words, techniques, etc. of someone without properly acknowledging the source. Further information on academic dishonesty and the penalties that go with it is available from the Augusta University Catalog under *Student Rights and Responsibilities*.

In our MPA program, we value ethics in public service. To uphold this standard in my class, if you’re caught deliberately plagiarizing, then you will most likely receive an “F” in the course.

**Accommodations for Disabilities**
Students with any form of physical, emotional, and/or learning impairments requiring accommodation should please inform the instructor and contact the Testing and Disability Services at 706-737-1469 (the TTY number is 706-667-4684) immediately.

**E-mail/Office Visits**
Students should check their university emails and the course’s D2L site on a regular basis. E-mail is often the best way to contact me. I will respond to your email within 48 hours of when you sent it. If I have not responded within this time, please email me again. While e-mail is convenient, do not hesitate to visit my office.

**Other Course Policies**
All other aspects of this course will follow the Pamplin Course Policies posted online at this URL: [http://www.augusta.edu/pamplin/documents/coursepolicies.pdf](http://www.augusta.edu/pamplin/documents/coursepolicies.pdf). Please read them carefully, as they include important information about Academic Honesty, Disruptive Behavior, Accommodations for Disabilities, Withdrawals, and other topics. By remaining in this course, you agree to abide by these policies.
Schedule

The following schedule is subject to change, but provides a reliable indication of the pace, assignments, and major deadlines that you will need to plan for this semester.

**Important dates:**

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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>1/9</td>
<td>Introduction to the class and the MPA program.</td>
<td>Joyce, P. (December 14, 2016). The enduring myth that government should be run like a business. <em>Governing</em></td>
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<td><em>Orientation</em></td>
<td>Complete Public Administration Pre-Test (in class)</td>
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<td>Complete DISC assessment</td>
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<td>Complete the Qualtrics survey on public service motivation</td>
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<td>1/16</td>
<td>Martin Luther King Day</td>
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<td>1/23</td>
<td>Accountability, ethics, and public administration</td>
<td>Kettl, chapter 1</td>
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<td><em>Guest Speaker: Mr. Anthony Holland, “Introduction to career services”</em></td>
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<td>Drucker, Peter F. Managing Oneself. <em>Harvard Business Review</em></td>
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<td>Case study 1.2</td>
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**Part I: The Job of Government and Public Administration**
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<th>Date</th>
<th>Topic</th>
<th>Reference</th>
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| 1/30 | What does government do? How does government do it? | Kettl, chapter 2  
Chapter 1 in *The Case for Bureaucracy*  
(provided by instructor)  
*Understanding the value of the MPA and MPP degree. Governing*  
The future of the MPA  
*What effective managers do daily*  
Case study 2.2 |
| 2/6  | What is public administration? What is leadership in the public sector? | Kettl, chapter 3  
NASPAA and data on accredited programs  
Case study 3.2 |
| 2/13 | Organizational theory  
*Guest Speaker: Dr. Lindsey West, Deputy Chief Diversity Officer for Augusta University* | Kettl, chapter 4  
Case study 4.1 |
| 2/20 | The executive branch | Kettl, chapter 5  
Case study 5.1 |
| 2/27 | Intergovernmental relations and organization problems  
*Guest speaker: Mr. Andy Crosson, Executive Director, CSRA Regional Commission* | Kettl, chapter 6  
Case study 6.2 |
| 3/6  | Administrative reform | Kettl, chapter 7  
Light, P. C. (2006). *The tides of reform* |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
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<tr>
<td>3/13</td>
<td>The Civil Service</td>
<td>Kettl, chapter 8</td>
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<td>Case study 8.1</td>
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<td>3/20</td>
<td>Human capital and HR</td>
<td>Kettl, chapter 9</td>
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<td>Case study 9.1</td>
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<td>3/27</td>
<td>Decision making and policy analysis</td>
<td>Kettl, chapter 10</td>
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<td><em>How to be a “Super Forecaster”</em> NPR</td>
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<td>Explore: The Good Judgment Project at <a href="https://www.gjopen.com">https://www.gjopen.com</a></td>
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<td>Case study 10.3</td>
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<td>4/3</td>
<td>Spring Break</td>
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<td>4/10</td>
<td>Budgeting and planning</td>
<td>Kettl, chapter 11</td>
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<td><em>Guest speaker: Mr. Todd Glover, City Administrator of North Augusta</em></td>
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<td>Case study 11.3</td>
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<td>4/17</td>
<td>Program implementation and evaluation</td>
<td>Kettl, chapter 12</td>
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<td>Case study 12.3</td>
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Part III: People in Public Organizations

Midterm due

Case study 7.1

Part IV: Making and Implementing Decisions

Case study 10.3

Part V: Public Administration and Democracy—Ensuring Efficiency, Effectiveness, and
<table>
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<th>Fairness</th>
<th>Administrative accountability, effectiveness, and politics</th>
<th>Kettl, chapter 13 &amp; 14</th>
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<tr>
<td>4/24</td>
<td>Case study 13.2 &amp; 14.1</td>
<td>Literature review due by 4/24 at 11:59 pm</td>
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Final exam due by May 5 at 11:59 pm