

PAFF 6301 Graduate Seminar in Public Administration

The University of Texas Rio Grande Valley

Fall 2017

Monday 7:20 pm - 9:50 pm in McAllen Teaching Site 1.116 and Sabal Hall 2.204 (Brownsville campus)

Dr. Alexandre Couture Gagnon, Assistant Professor, Department of Public Affairs and Security Studies

Office hours: by appointment (Email me to arrange an appointment.)

Office location: BPOB1 1.102A (Brownsville campus)

Office phone: (956) 882-8259

Email: alexandre.couturegagnon@utrgv.edu

Required Textbook

Jay M. Shafritz and Albert C. Hyde. *Classics of Public Administration*. 2011. 7th edition.

Cengage Learning. ISBN: 978-1111342746.

Catalog Course Description

This course is the introduction to the study of public administration. Students are introduced to basic concepts and foundational theories relating to bureaucratic analysis, organizational theory and behavior, functions of public management such as personnel administration, budget decision-making, government regulations and administrative law. In addition, students are introduced to the necessary critical thinking techniques and intellectual standards of thought that will be essential in the rest of the course work in the program.

This course is required for students of the Public Administration and Public Policy concentrations of the Master in Public Affairs (MPA).

Course Format and Professor's Beliefs

You are expected to do the readings before class and to bring to the group original points, perspectives, and examples. While you are expected to act autonomously and to challenge one another in class and on Blackboard, I will act as a facilitator.

This course will be taught in a hybrid format, which means that we will not meet in person every week. When we meet in class, we will discuss around a table in a seminar format and you will work on specific activities in teams. When we do not meet in class, you are expected to complete a substantial amount of work through Blackboard Discussions (see Grading for details).

I am always available to help you. Email me or call me to schedule an in-person, Skype or phone appointment. I will reply within one working day.

We will be green! We will not print anything for the class. This will be fun for us and will mimic new technologies being implemented in the workplace. If we succeed at not printing anything during the semester, you will receive a small reward.

Course Purpose, Objectives, and Outcomes

Course Purpose

You should take this course to learn the core concepts of public administration. This will help you write and assess policies and programs if you work in the public sector. It will help you with your academic research if you register in a Ph.D. program.

Course Learning Objectives

You will understand the main concepts of public administration.

You will analyze American public administration.

You will evaluate challenges of public administration.

Student Learning Outcomes

After successfully completing this course, you will be able to:

Define public administration and public policy. [SLO1]

Defend main theories of public administration. [SLO2]

Utilize main concepts of public administration to analyze federal, state, and local American policies. [SLO3]

Assess challenges and ethical implications of American public administration. [SLO4]

Course Reserve (at UTRGV Library)

Jay M. Shafritz and Albert C. Hyde. *Classics of Public Administration*. 2017. 8th edition. Cengage Learning. ISBN: 978-1111342746.

Grading

1. Reading Journal (1 point per reading x 32 readings = 32 points)

Before every class for which readings are assigned in the syllabus, you will submit a summary of every chapter and journal article to be read that week. Each reading should be summarized and connected with previous readings in one to two pages (Word, Times New Roman 12, 1.5 spacing, 1-inch margins).

We will jointly decide on a rubric (criteria and points) on the first day of class. Typical criteria include: summary of the main concepts, coherence, links with previous chapters, and general presentation.

You should submit your journals before Monday at 7:20 p.m., whether we meet in class or not.

Grades will be posted on Blackboard on Friday. Late submissions will receive a grade of zero.

[Related to SLO1 and SLO2.]

2. Activities in Class (1 point per activity x 8 activities = 8 points)

Every in-class meeting, you will be invited to participate in a specific activity related to the course material. If you complete the activity and present it in class, you will receive 1 point.

I will grade the activities based on the completion of the tasks and on their presentation to the rest of the group.

Grades will be posted on Blackboard on Friday. If you are absent, you will receive a grade of zero.

[Related to SLO2, SLO3, and SLO4.]

3. Peer Teaching and Questions for Discussion (15 points)

For every meeting when do not meet in class, one student will present the most important concepts of the readings to the rest of the group on Blackboard. For your assigned week, you will prepare between 10 and 20 slides with the most important concepts of the weekly readings and post them on the Discussion Forum, on Blackboard, on Monday by 7:20 p.m. Also, you will post three questions in the Discussion Forum, on Blackboard, on Monday by 7:20 p.m. Your questions will be answered by your classmates (see Participation to the Questions for Discussion). (To make grading easier, please post your presentation and questions as an Assignment in Blackboard.)

We will agree on our schedule on the first day of class. I will post the schedule on Blackboard on Friday after the first class.

I will grade the presentation and the questions based on their originality, on their coherence, and on their links with the readings.

Grades will be posted on Blackboard on Friday. Late submissions will receive a grade of zero.

[Related to SLO3 and SLO4.]

4. Participation to the Questions for Discussion (3 points per discussion x 5 discussions = 15 points)

For every meeting when we do not meet in class, you will post at least one new thread and two replies to two classmates, engaging in a discussion initiated by the student in charge of the Peer Teaching and Questions for Discussion.

You are expected to post one new thread by Wednesday at 23:59 p.m. You are expected to reply to two classmates by Friday at 23:59 p.m. (See the Schedule for exact dates and times.)

I will grade the comments and replies based on their originality, on their coherence, and on their links with the peer teaching presentation.

Grades will be posted on Blackboard on Friday (after the Discussion has ended). Late submissions will receive a grade of zero.

[Related to SLO2 and SLO4.]

5. Research Paper (25 points)

You will choose a theme related to the syllabus and present a research paper that answers the question: What are the most important challenges to public administration in the United States? The full paper will be 5,000 to 8,000-word long (excluding bibliography and endnotes). Use Word, Times New Roman 12, double spacing, and 1-inch margins. Your bibliography should include at least three scholarly articles, two books (other than the textbook), and two reliable websites. Recommendations for the paper structure are available on Blackboard.

The deadline is December 8 at 11:59 p.m. and a SafeAssign report must be submitted with the paper. I encourage you to discuss your paper with me during **an appointment** or by email.

We will jointly decide on a rubric (criteria and points) on the first day of class. Typical criteria include: coherence, relevance, format, and research.

Grades will be posted on Blackboard on December 14. Late submissions will be penalized 20% per day.

[Related to SLO2, SLO3, and SLO4.]

6. Submission to an Academic Journal (5 points)

I wish that you submit your research paper to an academic journal, to learn about the process sustaining academic research. If you do so and post evidence of your submission (a copy of your email or a screenshot) on Blackboard by December 8 at 11:59 p.m., you will receive 5 points. Your submission should match the journal's requirements (i.e., reference style, number of words, anonymity) and include a cover letter to the editor (any cover letter will be accepted, although there is a useful weblink from Springer on Blackboard).

Grades will be posted on Blackboard on December 14. No partial points (it's 0 or 5). Late submissions will receive a grade of zero.

[Related to SLO2, SLO3, and SLO4.]

Grading Chart

Activity	Submission Deadline	Availability of Grade	Points Possible
Reading Journal	Every Monday at 7:20 p.m., whether we meet in class or not	Friday	1 point per reading x 32 readings = 32 points
Activities in Class	Every in-class meeting	Friday	1 point per activity x 8 activities = 8 points

Peer Teaching and Questions for Discussion	Your individual date: Monday _____ at 7:20 p.m.	Friday	15 points
Participation to the Questions for Discussion	<ul style="list-style-type: none"> • 1 thread by Wednesday (09/27) + 2 replies by Friday (09/29) • 1 thread by Wednesday (10/18) + 2 replies by Friday (10/20) • 1 thread by Wednesday (10/25) + 2 replies by Friday (10/27) • 1 thread by Wednesday (11/08) + 2 replies by Friday (11/10) • 1 thread by Wednesday (11/29) + 2 replies by Friday (12/01) 	Following Friday (after the Discussion has ended)	3 points per discussion x 5 discussions = 15 points
Research Paper	December 8 at 11:59 p.m.	December 14	25 points
Submission to an Academic Journal	December 8 at 11:59 p.m.	December 14	5 points

Schedule

This is subject to changes during the semester. Modifications will be announced in class and posted on Blackboard.

Themes and Dates	Class Meetings (in-class unless otherwise indicated)	Readings (chapters from the required textbook unless otherwise indicated)	Participation to the Discussion Forums
Introduction August 28			
Labor Day September 4	No classes at UTRGV		
<ul style="list-style-type: none"> • Instruction Session at the Library • Early public administration (part 1) September 11		Introduction to Part One (p. 2-15) Chapter 1 (Wilson) (p. 16-28) Chapter 4 (Taylor) (p. 37-39)	

Early public administration (part 2) September 18		Chapter 6 (Weber) (p. 44-49) Chapter 8 (Follett) (p. 58-65)	
Public administration: themes from the 1930s to the 1950s (part 1) September 25	No in-class meeting	Introduction to Part Two (p. 66-80) Chapter 15 (Appleby) (p. 122-126)	Post 1 thread by Wednesday (09/27) + 2 replies by Friday (09/29).
Public administration: themes from the 1930s to the 1950s (part 2) October 2		Chapter 18 (Selznick) (p. 146-152) Chapter 20 (Lindblom) (p. 159-169)	
Public administration: themes from the 1960s and 1970s (part 1) October 9		Introduction to Part Three (p.170-185) Chapter 24 (Bennis) (p. 218-228) Chapter 26 (Downs) (p. 237-249)	
Public administration: themes from the 1960s and 1970s (part 2) October 16	No in-class meeting	Chapter 33 (Wildavsky) (p. 317-320) Chapter 34 (Mosher et al.) (p.321-327) Chapter 37 (Levine) (p. 347-360) Chapter 38 (Rohr) (p. 361-369)	Post 1 thread by Wednesday (10/18) + 2 replies by Friday (10/20).
Public administration: themes from the 1980s and 1990s (part 1) October 23	No in-class meeting	Introduction to Part Four (p.370-394) Chapter 39 (Allison) (p. 395-411) Chapter 40 (Lipsky) (p. 412-419)	Post 1 thread by Wednesday (10/25) + 2 replies by Friday (10/27).
Public administration: themes from the 1980s and 1990s (part 2) October 30		Chapter 43 (Rosenbloom) (p.442-453) Chapter 44 (Kingdon) (p. 454-459)	
Public administration: themes from the 1980s and 1990s (part 3) November 6	No in-class meeting	Chapter 48 (Ott) (p. 490-496) Chapter 49 (Thomas) (p. 497-504)	Post 1 thread by Wednesday (11/08) + 2 replies by Friday (11/10).

Public administration: themes from the 1980s and 1990s (part 4) November 13		Chapter 50 (Stivers) (p. 505-513) Chapter 51 (Lewis) (p. 514-518)	
Public administration: themes from the 21st century (part 1) November 20		Introduction to Part Five (p. 562-568) Chapter 55 (Nye) (p. 569-578) Chapter 57 (Stone) (p. 591-597)	
Public administration: themes from the 21st century (part 2) November 27	No in-class meeting	Chapter 58 (Adams and Balfour) (p.598-609) Chapter 59 (Agranoff) (p. 610-622)	Post 1 thread by Wednesday (11/29) + 2 replies by Friday (12/01).
Public administration: themes from the 21st century (part 3) December 4		<ul style="list-style-type: none"> • Lee, Y. J., & Wilkins, V. M. (2011). "More similarities or more differences? Comparing public and nonprofit managers' job motivations." <i>Public Administration Review</i>, 71(1), 45-56. • Moynihan, D. P., & Pandey, S. K. (2007). "The role of organizations in fostering public service motivation." <i>Public Administration Review</i>, 67(1), 40-53. 	

Course Policies

If you miss two classes without contacting me, I will worry and post an early alert on Blackboard, which will notify the Academic Advising Center. If you miss four classes, I will drop half a grade. If you miss five classes, I will drop you from the course. Attendance will be taken every class.

There will be no extra credits given on an individual basis in this course.

UTRGV Policy Statements

STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery

during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Fall 2017 Module 1	Oct. 5 – Oct. 11
Fall 2017 Module 2	Nov. 29 – Dec. 5
Fall 2017 (full semester)	Nov. 15 – Dec. 6

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-

peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

UTRGV Grading Policy and Grading Scale

UTRGV grading policy is to use straight letter grades (A, B, C, D, or F). I use the following grading scale:

A for 90%-100%
B for 80%-89%
C for 70%-79%
D for 60%-69%
F otherwise

UTRGV Important Dates

The UTRGV academic calendar can be found at <https://my.utrgv.edu/home> at the bottom of the screen, prior to login. Some important dates for Fall 2017 include:

August 28	First day of classes
August 31	Last day to add a course or register for fall 2017
September 4	Labor Day – NO classes
November 15	Last day to drop a course; will count toward the 6-drop rule
November 23 – 26	Thanksgiving Holiday – NO classes
December 6	Last day of classes
December 7	Study Day – NO classes
December 8 -14	Fall 2017 Final Exams
December 15-16	Commencement Ceremonies

UTRGV Resources

You should not hesitate to contact me or other university resources (<https://colttapps.utrgv.edu/BBResources/#/studentSupportServices>) if this course or the whole semester is overly difficult for personal or academic reasons. Arrangements and help are easier to organize the earlier they are identified.