COURSE LEARNING OBJECTIVES

Upon completing the class, students will be able to:

✓ Describe the nature and functions of the public sector in the United States.
✓ Describe the historical development of public administration in America, and its relevance to public policy problems faced in the public sector today.
✓ Describe and analyze key models of government and administrative reform currently driving public policy in the United States and other nations.
✓ Identify and critically assess major ethical issues that may arise in public service.
✓ Use the university library to conduct research needed to complete a paper about a public management, public policy, or public service issue or problem.

During this course, emphasis will also be placed on developing critical thinking skills through analyzing problems and developing solutions as well as developing the ability to effectively communicate through writing.

REQUIRED BOOKS


Other readings are available on Brightspace and are organized by lecture topic.
COURSE REQUIREMENTS

Overall: Students will be required to stay up-to-date with the course via Brightspace. If a student misses a class, he or she is responsible for obtaining any information missed. This course syllabus provides a general plan for the course; deviations may be necessary.

Class Participation and Attendance: This course requires substantial and informed student participation. Each class is designed to build on the readings assigned and to actively engage students in contributing to their own learning experience through student discussion of the readings. To receive a top grade in class participation, students need to:

✓ Arrive on time to class and have a good attendance record
✓ Come to class prepared to discuss the cases and the readings

If it becomes evident that students are not completing the readings for class, the instructor may additionally require students to prepare brief summaries of the readings to be turned in on Brightspace prior to each class.

Midterm/Final Assignments: The midterm assignment consists of two essays and the final assignment requires students to write an essay and a brief policy memo. The topics will be assigned in advance and will require students to draw substantially on the readings, lectures, and discussion from the class. These assignments are intended to help students work on their essay and memo writing skills as well as to challenge them to synthesize the materials covered in class. The two midterm essays are due February 22nd at 7:00pm on Brightspace. The final essay and memo is due May 2nd at 7:00pm on Brightspace. The assignments and further instructions will be posted on Brightspace.

Policy Memo: Students will be asked to complete a research based policy memo on privatization or contracting out for a public service. Students can pick the particular public service to analyze. Students will need to submit a draft memo by 7:00pm, March 21st on Brightspace and will need to bring a copy to class that day. Students will then pair up with a partner and edit one another’s memos. Failure to submit the draft paper or a poorly developed draft will be counted against the final grade (up to 10 points may be deducted). The final memo will be due on March 28th at 7:00pm on Brightspace. The assignment and further instructions will be posted on Brightspace.

Ethical Dilemma Memo: Students will be asked to pick an ethical dilemma, ideally one that they themselves have faced and one which is relevant to a public or non-profit setting. Drawing on techniques in the readings, students should analyze this question in a short 5 page memo. Students will need to submit a draft memo by 7:00pm, April 11th on Brightspace and will need to bring three (3) copies to class that day. Students will be assigned to small groups to discuss their dilemma in class. Failure to submit the draft paper or a poorly developed draft will be counted against the final grade (up to 10 points may be deducted). The group discussion should be used to strengthen or add new dimensions to the ethical reasoning in the draft paper. A final version then will be due by
7:00pm on April 18\textsuperscript{th} on Brightspace. The assignment and further instructions will be posted on Brightspace.

**GRADING**

- *Class Participation*: 10%
- *Midterm Essays*: 15%
- *Policy Memo*: 25%
- *Ethics Memo*: 25%
- *Final Essay/Memo*: 25%

**TOTAL**: 100%

In computing the overall course grade I will use the following scale:

- 93 – 100 A
- 90 - 92.99 A-
- 88 - 89.99 B+
- 83 - 87.99 B
- 80 - 82.99 B-
- 78 - 79.99 C+
- 73 - 77.99 C
- 70 - 72.99 C-
- 60 - 69.99 D
- 0 - 59.99 F

**ADVICE AND ASSISTANCE**

Students are responsible for contacting the professor when having trouble understanding the material or requirements of the course. I am available by appointment and am in the office most days. Generally, I try to make a special point of setting aside time on Tuesday from 2-4 for student advisement and meetings. However, please let me know in advance if you are coming to see me at that time or any other time. To schedule a meeting, contact me via Brightspace e-mail. You may also contact me by phone. Please leave your name and telephone number when leaving a message on voice mail. For non-course related questions you may contact me at cbourdeaux@gsu.edu. For course-related assistance or questions, please use Brightspace e-mail.

**COURSE WEB SITE ON BRIGHTSPACE**

A web site for the course is available on-line through Brightspace. The web site includes the course syllabus, lecture slides, readings and student grades (as they become available). The web site may be accessed through the GSU homepage at www.gsu.edu, see icon in the top right corner for the link. Many course materials will be available only through Brightspace, and students are responsible for obtaining any material posted on Brightspace.
ASSIGNMENT FORMAT AND GRADING

Detailed instructions for the written assignments will be posted on Brightspace and discussed in class. All written work must be typed, proofread, and well-written. All written work should be prepared in accordance with a widely accepted reference style, such as APA or Chicago. Be consistent in using the style you choose. For on-line information about different citation style guides a helpful website is:

https://owl.english.purdue.edu/owl/section/2/

All assignments will be administered through Brightspace and will be posted through the assignments feature. All assignments should be submitted electronically on Brightspace. Any questions you may have about your grade(s) should be addressed in writing to the professor.

Please promptly turn in your assignments. I will take off a letter grade for every 24 hours that an assignment is late. The count of a “day late” starts immediately after the due date and time. For example, submitting an assignment an hour after the time due means that you can earn no higher than a B+. 24 hours after the due date, you can earn no higher than a C+. You are responsible for ensuring that assignments are submitted on time on Brightspace.

PLAGIARISM AND ACADEMIC HONESTY:

Plagiarism: “1) to steal and use (the ideas or writings of another) as one's own; 2) to take passages or ideas from another and use them as one's own; 3) the practice of plagiarism” (Webster's II New Riverside University Dictionary, The Riverside Publishing Company, Boston, MA, 1984: 898).

Established rules covering plagiarism and academic honesty must be followed at all times. It is the student's responsibility to know the meaning of plagiarism and when it occurs. If you have questions about these rules as they apply to written assignments, consult the GSU Graduate Catalog, the Student Code of Conduct, and the instructor. University, School, and Department policies require that I inform you that plagiarism and other forms of academic dishonesty will result in a zero on the assignment and likely an “F” in the course. You should be aware that academic dishonesty may also result in your dismissal from the University.

The Student Code of Conduct can be found here:

You are responsible for knowing the rules about academic dishonesty and for avoiding it accordingly!
ATTENDANCE, MAKE UP EXAMS, AND ASSIGNMENT COMPLETION

I appreciate knowing in advance if you cannot make the class or are going to be late, but do not require this. Please note that an excessive number of absences or late arrivals will count against your class participation grade. If you miss a class or arrive late, you are responsible for getting notes from a classmate and otherwise catching up on what was missed.

If you have any condition, such as a physical or mental disability, which will make it difficult for you to carry out the work as outlined above or which will require extra time on an examination, please notify me in the first two weeks of the course so that we can make appropriate arrangements.

On occasion, I understand that students face serious extenuating circumstances in their lives, and in such cases, students may work with the instructor to set up an alternative schedule for completing coursework. Previous examples of such circumstances include a student giving birth to a baby and facing a death in their immediate family.
# COURSE SCHEDULE AND READING ASSIGNMENTS:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN. 11TH</td>
<td><strong>CLASS OVERVIEW/INTRODUCTION</strong></td>
</tr>
<tr>
<td>JAN. 18TH</td>
<td><strong>MLK DAY – NO CLASS</strong></td>
</tr>
<tr>
<td>JAN. 25TH</td>
<td><strong>THE U.S. CONSTITUTION AND DILEMMAS OF DEMOCRATIC INSTITUTIONS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>*The Federalist Papers 1, 10, 39, 51, 70, 78 (on line) Go to: <a href="http://avalon.law.yale.edu/subject_menus/fed.asp">http://avalon.law.yale.edu/subject_menus/fed.asp</a></td>
</tr>
<tr>
<td></td>
<td><em>Case Study: The Public Debate</em></td>
</tr>
<tr>
<td>FEB. 1ST</td>
<td><strong>THE SPOILS SYSTEM AND 19TH CENTURY PUBLIC ADMINISTRATION</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>*Case Study: Kennedy School Case Study #1104: <em>Dealing with Corruption in the Police Force of La Paz</em> - For Purchase $3.95 @ Link: <a href="https://cb.hbsp.harvard.edu/cbmp/access/44039494">https://cb.hbsp.harvard.edu/cbmp/access/44039494</a></td>
</tr>
<tr>
<td>FEB. 8TH</td>
<td><strong>THE RISE OF THE ADMINISTRATIVE STATE</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>(S&amp;H) Part One: Early Voices and the First Quarter Century (p. 3-13) Governance - (S&amp;H) Wilson (p. 16-31); Goodnow (p. 29-31); White (p. 50-57) Organization - (S&amp;H) Taylor (p. 37-43); Weber (p. 44-49); Gulick (p. 81-89); Brownlow, Merriam and Gulick (p. 90-94) *Case: Building a Bureaucracy (Part I)</td>
</tr>
</tbody>
</table>

---

1 While class discussions may overlap class sessions, all readings and assignments are due as listed below. The course schedule is subject to change at the discretion of the professor.
FEB. 15TH  THE CHALLENGE TO THE ADMINISTRATIVE STATE
Readings:
(S&H) Part Two: The New Deal to Mid-Century (p. 67-80)
(S&H) Maslow (114-121), McGregor (p. 171-176), Merton (p. 100-108),
Simon (127-140)
*Adams, Guy and Danny Balfour. 2004. Unmasking Administrative Evil,
revised edition. Armonk, NY: M.E. Sharpe. (Ch. 2&3)
*Case: Building a Bureaucracy (Part II)

FEB. 22ND  LIBRARY RESOURCES SEMINAR
GUEST SPEAKER: LAORIA KONATA, BUSINESS LIBRARIAN
LIBRARY NORTH CLASSROOM 1
FEB. 22ND  MIDTERM ESSAYS DUE ON BRIGHTSPACE AT 7:00PM

FEB. 29TH  THE MODERN PUBLIC SERVICE - PRIVATIZATION AND CONTRACTING OUT
Readings:
(S&H) Moe (p. 469-478)
*Savas, E.S. 2002. Competition and Choice in New York City Social
*Van Slyke, David. 2003. The Mythology of Privatization in Contracting
for Public Services. Public Administration Review (63) 3.
by State and Local Governments.
*Case Study: The Ladder and the Scale: Commitment and Accountability at
Project Match (Abridged)

MAR. 1ST  SEMESTER MIDPOINT – LAST DAY TO WITHDRAW AND RECEIVE A “W”

MAR. 7TH  THE MODERN PUBLIC SERVICE - NEW PUBLIC MANAGEMENT
Readings:
(S&H) From Reagan to Reinvention (p. 370-394)
(S&H) National Performance Review (p. 541-548), Barzelay and Armajani
(p. 519-540)
Administration Review (69) 2.
*Moynihan, Donald and Stephane Lavertu. 2012. Do Performance Reforms
Change How Federal Managers Manage? Issues in Governance Studies at
Brookings, Number 52, October.
August 27.
*Case Study: Building a Bureaucracy (Revisited)
Guest Speaker: AYSPS Career Services
**MAR. 14TH**  
**SPRING BREAK – NO CLASS**

**MAR. 21ST**  
**ADMINISTRATIVE DISCRETION IN A DEMOCRACY**

Readings:
(S&H) Frederickson (p. 294-305)

**MAR. 21ST**  
**DRAFT POLICY MEMO DUE AT 7:00PM ON BRIGHTSPACE**  
**BRING A COPY TO CLASS**

**MAR. 28TH**  
**ETHICS FOR ADMINISTRATORS: ANALYZING AN ETHICAL DILEMMA**

Readings:
Cooper, Ch. 1-2
*Cases will be handed out in class.

**MAR. 28TH**  
**FINAL POLICY MEMO DUE AT 7:00PM ON BRIGHTSPACE**

**APR. 4TH**  
**ANALYZING AN ETHICAL DILEMMA CONT’D**

Readings:
Cooper, Ch. 3-5
*American Society for Public Administration Code of Ethics
*International City/County Managers Association Code of Ethics
*State of Georgia Documents (to be provided)

**Guest Speaker: Sid Barrett, General Counsel, Georgia Department of Public Health**

**APR. 11TH**  
**ETHICS FOR ADMINISTRATORS: BUILDING AN ETHICAL ORGANIZATION**

Readings:
Cooper Ch. 6-10

**APR. 11TH**  
**DRAFT ETHICS MEMO DUE AT 7:00PM ON BRIGHTSPACE**  
**BRING THREE (3) COPIES TO CLASS**
APR. 18TH  BUILDING AN ETHICAL ORGANIZATION CONT’D

APR. 18TH  FINAL ETHICS MEMO DUE AT 7:00PM ON BRIGHTSPACE

APR. 25TH  NEXT GENERATION PUBLIC ADMINISTRATION/CLASS WRAP UP

MAY 2ND  FINAL ESSAY/MEMO DUE AT 7:00PM ON BRIGHTSPACE