

## Course Syllabus

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### **Course Title and Number**

Public Policy and Administration (PA POL 206 ONLINE SUMMER 2020)

**Instructor:** Minwoo Ahn

**Term:** Summer Session II, online (6 JULY 2020 – 21 AUGUST 2020)

**Contact:** minwooahn@email.arizona.edu

### **Course Objectives**

This class introduces students to the study of the public administration and policy. Throughout the class, we will take political, legal, and managerial perspectives to critically understand the short- and long-term operation of government. Governing public sector has been and will be a challenging and daunting task because of those competing perspectives. Based on the notion of complexity and competing values, we will examine the actors, structures, functions, processes, and outcomes of government and governance. The range of topics will include the early history of public administration, government structure and reform movement, policy making process, organizational management, people in government, public budgeting and finance, and accountability and ethics. Throughout the class, we will emphasize the interdisciplinary nature of public administration and policy studies and encourage students to design creative solutions to solve the wicked public problems. This class will also make students understand the broader conditions of governance that constraint alternative solutions. In the end, those solutions inherently face the trade-off between competing public values and interests. The essential roles of government are reflected at the end to wrap up this course.

### **Expected Learning Outcomes**

Students are expected to grasp the idea of wicked public problem and the trade-off between different solutions. Students will be able to understand the key perspectives, actors, and structures of contemporary governance. Students will understand the ethical dilemma of government decision making. Students will exercise their critical thinking skills and demonstrate knowledge of the weekly topics by completing quizzes and written assignments and participating in online discussions. Students are expected to demonstrate effective communication skills to make their points using the concepts and theories they have learnt throughout the class. Students are expected to engage with the current issues of governance using theoretical and applied knowledge. Students will gain critical eyes to assess public problems and derive potential solutions to given problems.

### **Locations and Times**

As this course is entirely online, we have no assigned classroom during the spring session. Class discussions are conducted via discussion boards on D2L. As the course instructor, I am happy to

take your questions and comments throughout the course period. You can email me at [minwooahn@email.arizona.edu](mailto:minwooahn@email.arizona.edu) and I will do my best to respond to you within 48 hours. If you need a virtual office hour meeting, just send me an email to request an appointment. We can set up a zoom meeting.

### **Instructor Information**

Name: Minwoo Ahn

Office Location: Social Sciences Bldg, #134

E-mail address: [minwooahn@email.arizona.edu](mailto:minwooahn@email.arizona.edu)

### **Course Schedule & Reading/Viewing List**

*July 6<sup>th</sup>-July 12<sup>th</sup>, 2020*

#### **Module 1: Introduction to Public Administration and Policy**

##### **Description**

This module lays out the foundational perspectives on Public Administration. We compare and contrast the key definitions of Public Administration. The module will also outline how Public Administration has developed over time. In addition, this module explains how power constraints actor's behaviors around public organizations through internal and external forces.

##### **Assignments:**

- Assigned Readings: Shafritz, Chapter 1, Shafritz, Chapter 2 (52-60)
- View Lecture Videos: Dr. Craig Smith
- D2L Discussion Question: *"Hardball is clean, aggressive Machiavellian politics. It is the discipline of gaining and holding power, useful to any profession or undertaking, but practiced most openly and unashamedly in the world of public affairs."* - Chris Matthews

The definition above describes the importance of power in the public sector. Should power be a unifying theme of how we assess the effectiveness of public officials?

- Complete Quizzes: 10 questions MC/TF quiz taken through D2L

*July 13<sup>th</sup>-July 19<sup>th</sup>, 2020*

#### **Module 2: Structure of Government**

##### **Description**

Module 2 summarizes the reform movements of different governments. This material

also compares and contrasts the American federal system to unitary forms of government. In the end, the section will discuss the impact of devolution and its consequences.

### **Assignments:**

- **Assigned Readings:** Shafritz, Chapter 3, Shafritz, Chapter 4
- **View Lecture Videos:** Dr. Craig Smith
- **D2L Discussion Question:** The so-called devolution revolution has resulted in increased governance at lower levels and more reliance on markets for addressing public problems. In this discussion, you will debate the merits of devolution. Half the class will be assigned to support it; half the class will argue against the trend.
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L
- **Written Assignment:** Consider the following quote by the prominent policy scholar, Don Kettl: When the nation's founders wrote the Constitution in Philadelphia, they produced two great inventions: the separation of powers, which gave a substantial check on the executive branch to the courts; and federalism, which shared governmental power between the federal government and the states. Analyze two cases (one separation of powers, one federalism) that highlight these "great inventions" of the Constitution in action. These can be recent cases or historical (Written assignment should not exceed the 2 pages with the single spaced and the font size 12 in word document. You should submit the written assignment by July 26<sup>th</sup>.)



*July 20<sup>th</sup>- July 26<sup>th</sup>, 2020*

### **Module 3: Policy Making Process**

#### **Description**

Module 3 lays out the foundation of policy making process. It will identify the key stages of the policy making process, particularly in the context of U.S. policy making. This module will introduce Garbage Can Theory of Policy Making in comparison with other notable policy making models. In the end, we will explore the role of resources and actors on policy and political outcomes.

### **Assignments:**

- **Assigned Readings:** Rinfret, Chapter 2
- **View Lecture Videos:** Dr. Craig Smith
- **D2L Discussion Question:** Of the alternative models discussed in the readings and lectures, which one seems most relevant and useful to contemporary policy making? Use a specific case to help support your argument.
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

*July 27<sup>th</sup>- Aug 2<sup>nd</sup>, 2020*

## **Module 4: Management: Organization Theory and Behavior**

### **Description**

Module 4 introduces a few topics of organization theory and behavior that are important to understand private and public organizations. This module explains how different organizational forms affect organizational outcomes. This section will also introduce a set of motivational theories and demonstrate how managers utilize them. Furthermore, it will explore the role of organizational culture in public organizations.

### **Assignments:**

- **Assigned Readings:** Shafritz, Chapter 2 (61-66), Shafritz, Chapter 6, Shafritz, Chapter 7,
- **View Lecture Videos:** Dr. Craig Smith
- **D2L Discussion Question:** Bureaucracy is typically described as a negative concept. Not surprisingly, many politicians and academics have attempted to reform bureaucracy (see week 2). Paul Verkuil argues that we actually need more bureaucracy, not less. Do you agree or disagree with Professor Verkuil's argument.
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

*Aug 3<sup>rd</sup> – Aug 9<sup>th</sup>, 2020*

## **Module 5: People in Government**

### **Description**

This module discusses personnel issues in government. It will describe the different parts of the federal civil service and examine the rationale for the existence of a civil service. This lecture also deals with the issue of public sector unions in government. Furthermore, this module explores different views and theories on leadership, particularly in the context of public sector.

### **Assignments:**

- **Assigned Readings:** Kettl, Chapter 8, Shafritz Chapter 10 (356-370), Shafritz, Chapter 11 (413-420)
- **View Lecture Videos:** Dr. Craig Smith
- **D2L Discussion Question:** Many conservative politicians and policy experts have argued that public unions are problematic in our system of governance or should not exist. Others have argued that public sector unions should be more prominent. Where do you stand in this debate? Please support your answer.
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

*Aug 10<sup>th</sup>- Aug 16<sup>th</sup>, 2020*

## **Module 6: Public Budgeting and Finance**

## Description

This module lays out the foundations of public budgeting and finance. It will explain the primary economic functions of government. Then, we will explore the revenue sources of government functions. It would also review the main causes of public debt and its implications on the long-term view on debt management. In addition, various approaches and theories of public budgeting processes will be reviewed.

## Assignments:

- **Assigned Readings:** Shafritz, Chapter 13
- **View Lecture Videos:** Dr. Jun Peng
- **D2L Discussion Question:** Debates about public debt have been widespread in our politics for decades. One of the primary rationales for accruing debt is about spreading out the costs of current investments to those who will benefit from it. However, as the public debt has continued to grow, there has been more discussion about intergenerational equity. How much should we factor in future generations when making financial decisions today?
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

*Aug 10<sup>th</sup>- Aug 21<sup>st</sup>, 2020*

## Module 7: Accountability, Ethics, and Social Equity

### Description

This module examines the multiple forms of accountability built into the system of governance. Among various ethical issues surrounding government, the module will particularly pay attention to the issue of social equity. Students will understand the concerns on how to integrate a social equity perspective into the system of governance.

### Assignments:

- **Assigned Readings:** Shafritz, Chapter 5, Shafritz, Chapter 12
- **View Lecture Videos:** Dr. Elizabeth Baldwin
- **D2L Discussion Question:**  
Read this news article first. <https://www.nytimes.com/2019/10/25/us/politics/doj-whistleblower-ruling.html?searchResultPosition=2>

We have seen numerous occasions of “whistle-blowing” by people in government at various levels in Trump administration. The article states that “Whistle-blowers play an essential public service in coming forward with such information, and they should never suffer reprisal or even the threat of reprisal for doing so,” wrote the inspectors general, who serve as independent watchdogs for their agencies.” Why are whistle-blowers so

important to maintaining accountability?

- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

### **Final Examination**

- **Final Exam:**

Students are required to select three essay questions among four potential essay questions. Each short essay will take up the 10 percent of your total grade. Each small essay should not exceed two pages with the single spaced and font size 12 in word document. You will submit only a single word document that contains three small essays. You should submit three essays by 21<sup>st</sup> Aug.

Here is the link to the Final Exam Regulations,

<https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>  
, and Final Exam Schedule, <http://www.registrar.arizona.edu/schedules/finals.htm>

## Required Texts

### Required:

Shafritz, J. M., Borick, C., Russell, E. W., & Hyde, A. C. (2016). *Introducing public administration*. Routledge. (8<sup>th</sup> edition)

It is available to read and download at UA library.

### Recommended:

See the list of topics above for required and optional article readings for each week.

## Grading Policy

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

## Grade Distribution for this Course:

**A: 90-100**

**B: 80-89.9**

**C: 70-79.9**

**D: 60-69.9**

**E: Below 60**

## Grading:

Grade Breakdown	
Module Quizzes	25% of final grade (A total of seven quizzes)
Weekly Discussions	35% of final grade (A total of seven weekly discussions)
Written Assignment	10% of final grade (One short essay)
Final Exam	30% of final grade (Three short essays)

## Late Work Policy

Late assignments will be accepted for 24 hours after the due date for a penalty of one letter grade. The late homework penalty may be waived under special circumstances and will be decided on a case by case basis by the instructor. Petitions to waive the late homework penalty must be sent to the instructor by e-mail BEFORE the homework deadline (beginning of class on the day the homework is due).

## **Assignments**

### **Module Quizzes**

For each module, you must complete a multiple-choice or T/F quiz based on the module's assigned readings, viewings, and lectures. You can access the quizzes through D2L and complete them any time during the week for which they are assigned. Each quiz will become available to you at the beginning of the week (beginning on Monday morning) and must be completed by the end of the weekend (11:59PM on Sunday). The questions for each quiz will come from each week's assigned readings or from the weekly lectures. Once you begin the quiz, you will have one hour to complete it. All questions for the module quizzes are multiple choice and are scored automatically through the D2L system, so you can see your score immediately after finishing them. The quizzes are open-notes assignments, but you may not discuss the questions or your answers with fellow classmates.

### **Weekly Discussions**

For each week of the class, all students must participate in the online class discussion board. To participate in the class discussions, first locate the class discussion boards in D2L, which are separated by week. In this discussion board, *you will need to make a weekly post articulating your points to answer the discussion question (by Friday 11:59PM) and respond to the posts of two classmates (by Sunday 11:59PM).* Your communication in the d2l should be well-articulated and professional in nature. In both a weekly post and the responses to the classmates, you should construct the topic sentence and supporting sentences to clearly deliver your points. You are also expected to apply concepts and theories you learned from the class to your written assignments. You are required to post at least one paragraph as the response of your classmates.

The satisfactory post will meet following qualifications:

- Thinking and insight are clear and concise, responding to all of the prompts.
- There is a clearly established link with the content for that week.
- Thinking demonstrated the creation of NEW knowledge or insights beyond a summary of course content.
- Writing contains a logical flow of ideas.

### **Midterm and Final Essay**



Students should submit two written assignments. You are highly recommended to construct the topic sentence and supporting sentences to clearly deliver your points. You also need to consider the overall organization of paragraphs. You are encouraged to have the standard essay format (e.g. introduction, a few main points, conclusion). I will not judge the quantity of writing, but I will care your quality of critical thinking and the way you articulate your original thoughts.

The satisfactory essay will meet following qualifications:

- **Analysis:** Author directly addresses main question or issue and adds new insight to the subject not provided in lectures, readings, or class discussions.
- **Recommendations:** Author demonstrates ability to synthesizes class knowledge in new ways
- **Sources & Citation:** Evidence is compelling and used from a wide range of sources, including course materials and appropriate outside sources. All evidence is properly cited.
- **Clarity and Style:** Reader is engaged by a clear, concise, and compelling style. All sentences are grammatically correct and clearly written. Word choice is appropriate to the audience and argument. Paper has been spell-checked AND proofread and contains no errors.

### **Extra Credit Opportunity**

There will be an opportunity to earn an extra credit point in this course. This semester, several academic research projects will conducted in the SGPP Research Center by individuals affiliated with the School. You will receive reminders throughout the semester regarding these opportunities. After participating in a project, you will receive ONE point. The point will be applied to your final score at the end of the semester. Please do not contact the teaching assistants or me about these opportunities. If you have questions, please send an email to [SGPPResearch@email.arizona.edu](mailto:SGPPResearch@email.arizona.edu) – do not email the Professor. A representative from the SGPP Research Center will visit the class this semester to explain the SGPP Research Center and process by which you should sign up for a project. These projects typically involve completing short survey, which usually takes between 15 minutes to an hour to complete.

### **Absence and Class Participation Policy**

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

### **Incomplete (I) or Withdrawal (W):**

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

### **Classroom Behavior Policy**

The d2l is our classroom. Students shouldn't think the d2l as any other casual online web pages. In doing so, students required to take the syllabus quiz. You are required to behave properly in the d2l and have to show proper classroom behavior like any other in-person class.

### **Threatening Behavior Policy**

Students shouldn't show disruptive behaviors, attitudes and expressions in the d2l. Students also shouldn't demonstrate any kinds of physical and non-physical threatening behaviors to anyone in the classroom. The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

### **Accessibility and Accommodations**

Here is the policy on the Disability Resource Center website: <http://drc.arizona.edu/instructors/syllabus-statement>.

### **Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

You can also refer to the University Libraries to have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions.

Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

### **UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination. Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

### **Additional Resources for Students**

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

### **University Policies**

All university policies related to a syllabus are available at:

<https://academicaffairs.arizona.edu/syllabus-policies>

### **Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.