UNIVERSITY OF NORTH TEXAS

DEPARTMENT OF PUBLIC ADMINISTRATION
CHILTON HALL, DENTON

PADM 5010
Public Administration and Society

Course Outline
Fall 2022

Class Meeting: Monday 6:00 – 8:50PM @ GATE-131

Instructor: Simon A. Andrew, Ph.D.
E-mail: sandrew@unt.edu
Telephone (O): 940-565-4982
Office: Chilton Hall 204A
Office Hours: Monday 4:00 – 6:00 PM
Or by appointment

Teaching Assistant: Kingsley Ukwandi
COURSE DESCRIPTION
This survey course introduces the discipline and profession of public administration, and provides students with an understanding of the cultural, constitutional, institutional, organizational, and ethical context of public administration. Students will be introduced to the central issues, dilemmas, and roles of public administration.

COURSE OBJECTIVES
Students are expected to complete the following objectives:
1. Recall and explain key justification for public administration and policy, especially in economic theory and institutions of a market economy.
2. Recall and explain the political institutional context in which public administrators operate.
3. Compare and contrast major schools of thought regarding the role of public administration in the United States including managerial (i.e., Classical, Human Relations, New Public Management, New Public Service), political, and legal approaches.
4. Analyze existing public agencies in light of political, administrative, and ethical concerns.

UNT CANVAS
Canvas will be used to supplement work in this course. Checking CANVAS frequently is advised in order to stay abreast of any and all announcements, and changes. On occasion, the professor will send emails to the entire class via UNT student assigned email accounts.

https://unt.instructure.com/

Course Diversity and Inclusion Statement
The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.
READINGS

Required Readings:
I will post required weekly reading in CANVAS.

Recommended Readings:


To effectively accomplish this, class time will be divided between lectures and discussions. Preparation for class becomes important in a discussion setting, students are expected to complete the readings for each class meeting and be prepared to participate in the discussion. If an absence is unavoidable, it is the student’s responsibility to notify the instructor.

ATTENDANCE POLICY
Students are expected to attend classes regularly and to abide by the attendance policy established for each class. If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

COURSE GRADING
Exam I 30%
Exam II 35%
Best Practice–Research Project (Draft) 5%
Best Practice–Research Project (Group Presentation) 10%
Best Practice–Research Project (Final Write-up) 20%

Grades Breakdown
A = 100–90%  B = 89–80%  C = 79–70%  D = 69–60%  F = 59% below

POLICY ON CHEATING AND PLAGIARISM
Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration office.

Definitions
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying other’s tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

**Penalties**

Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the professor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the professor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

**Appeals**

Students may appeal and decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.

**SPECIAL NEEDS**

The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters.

**STUDENT BEHAVIOR IN THE CLASSROOM**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

**STUDENT PERCEPTIONS OF TEACHING (SPOT)**

Students are strongly encouraged to complete the Student Perception of Teaching (SPOT) survey. This short survey will be made available on-line at the end of the semester.
BEST PRACTICE–RESEARCH PROJECT

At the beginning of the semester, students will self-select and form a group (4-5 students) to work on a project whose main goal is to examine best practices in the public sector. As you collaborate with your team members, you will work as a team, and consequently you should rely on each other in selecting, designing, and presenting the materials. All team members will receive the same grade.

First, the group will choose a program that is considered a “best practice.” The group must explain why the program is considered a “best practice.”

Second, the group will develop a matrix to evaluate the program. The group should employ various approaches (frames) covered in this course to evaluate the program. Each approach covers a range of concepts, assumptions, and values, which provide the foundation to make sense of the real world. The group is encouraged to employ multiple frames.

Third, the group will prepare and present their findings in class. The presentation should be between 10 and 15 minutes per group. The presentation should not exceed 15 minutes. The presentation will be graded on creativity of the project, clarity of presentation, and depth and quality of the evaluation. The comments from the other groups will help improve the quality of the final project. The instructor will also provide comments.

Fourth, the group will submit a final write-up to the instructor. The structure and layout of the final write-up including the length of the report will be distributed in class. The final project is due no later than 5.00PM on December 12, 2022 (Monday - WEEK 16). You can email your write-up to me: sandrew@unt.edu.

Final Write-up [As Discussed during 1st Day of Class]

The sample report outline is not meant to be the only form. The outline reflects my own stylistic preference. Your write-up can include graphs, figures, charts, maps, and pictures. Please present them clearly with labels. Use headings and sub-headings to inform readers. Your final write-up should have enough detail for other readers (students) to understand what your team did and are able to reproduce it. Your final write-up should not be more than 5 pages single-spaced (excluding references).

Organization of Final Write-up

Brief Description of the “Best Practice” Program/Project (Summary): Possible questions to guide the write-up (1) What is the nature of the problem? The problems that the “Best Practice” are claiming to resolve. The types of problem can be managerial, technical, or operational. (2) How does the program/project resolve the problem? (3) What type of “best practice”?
Scope & Impact of Program: Why is this program/project regarded as “Best Practice”? How do you know that it is a “best practice” program? What is scope/depth of benefit? If you perform your own analysis, explain your methods (analysis). If not, what are your main sources? You can also use the appendix.

Assessment & Evaluation of Program: Develop a set of matrices (dimensions) to assess/describe the program. Are there weaknesses? Are there contradictions in the logic and evidence presented? Your team may need to think hard about what should be included and what can be left out. Keep your assessment and evaluation neat and simple.

Policy/Management Implications: What can we learn from the ‘Best Practice’? Can we introduce the practice internally (in-house) or transfer the concept to other cities? What modifications should be considered?

References: While the American Psychological Association (APA) style is most commonly used to cite sources within the social sciences, you can also use other styles to cite sources.
## Class Schedule Summary

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<thead>
<tr>
<th>Date/Week</th>
<th>Course Outline</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>29 Aug.</strong></td>
<td><strong>Course Overview and Expectations</strong></td>
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<td><strong>Module 0: Public Organizations</strong></td>
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<td><strong>Week 2</strong></td>
<td><strong>5 Sept.</strong></td>
<td><strong>No Class</strong></td>
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<td><strong>Labor Day</strong> - paying tribute to American workers; and to all of their many contributions and achievements through the years. Labor Day was created by members of the labor movement, who organized strikes and rallies to fight for better working conditions amid the Industrial Revolution.</td>
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<td><strong>Week 3</strong></td>
<td><strong>12 Sept.</strong></td>
<td><strong>Guess Speaker 1: Ethical Challenges in Local Government Management</strong></td>
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<td><strong>Group Selection</strong></td>
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<td><strong>Modules 1 &amp; 2: The Practice and Discipline of Public Administration</strong></td>
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<td></td>
<td>- Define “public administration” and PA Principal Concerns (values).</td>
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<td>- Understanding Managerial (NPM), Political, and Legal approaches to Public Administration.</td>
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<td><strong>Week 4</strong></td>
<td><strong>19 Sept.</strong></td>
<td><strong>Module 3: Intellectual Development of Public Administration</strong></td>
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<td><strong>ICMA</strong></td>
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<td></td>
<td>- Traditional Managerial (Orthodoxy) Approach to Public Administration</td>
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<td><strong>Week 5</strong></td>
<td><strong>26 Sept.</strong></td>
<td><strong>Guess Speaker 2: Local Politics</strong></td>
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<td><strong>Summary of Group Project due</strong></td>
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<td><strong>Module 4: Intellectual Development of Public Administration</strong></td>
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<td>- Waldo and Simon Debate – “What are ‘we’?”</td>
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<td><strong>Week 6</strong></td>
<td><strong>3 Oct.</strong></td>
<td><strong>Guess Speaker 3: Leading a Department - Human Resources</strong></td>
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<td><strong>Module 5: Intellectual Development of Public Administration</strong></td>
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<td>- Human Relations Approach</td>
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<td><strong>Week 7</strong></td>
<td><strong>10 Oct.</strong></td>
<td><strong>Guess Speaker 4: Understanding Municipal Clerks</strong></td>
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<td><strong>Module 6: Accountability</strong></td>
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**Week 8**  
17 Oct.  
**Guess Speaker 5: Public-Private Partnership**

**Module 7: New Public Management (NPM) Movement**  
- Origin and Theoretical Foundation of NPM

**Week 9**  
24 Oct.  
**Exam 1**

**Week 10**  
31 Oct.  
**Guess Speaker 6: Service Delivery**

**Module 8a: Government & Market Failures**  
**Module 8b: Management by Contract**

**Week 11**  
7 Nov.  
**Guess Speaker 7: Youth Engagement (Activities, Community Service, and Public Discourse)**

**Module 9: New Public Service**  
- Origin and Theoretical Foundation of NPS

**Week 12**  
14 Nov.  
**Guess Speaker 8: Challenges for Today’s Managers**

**Module 10: New Public Governance**  
- From Orthodoxy to New Public Management, New Public Service and New Public Governance.

Reflections: Where do we go from here? Future of Public Administration

**Week 13**  
21 Nov.  
**Exam 2**

Thanksgiving Week

**Week 14**  
28 Nov.  
**Group Presentation**

**Week 15**  
5 Dec.  
**Group Presentation**

**Week 16**  
12 Dec.  
**Best Practice–Research Project (Final Write-up)**

**Note: The schedule and assignments may be revised as the course progresses and new material becomes available.**