

FOUNDATIONS OF PUBLIC SERVICE

PSAA 601 (sections 601 & 603)

Fall 2019

Professor Mallory Compton

CONTACT INFORMATION

Office: ALLN 1090
Email: mallory.compton@tamu.edu
Phone: (979) 847-8690
Class room: ALLN 1110
Class time: (601) Monday 8:00 to 10:50
(603) Wednesday 8:00 to 10:50
Office hours: Every Monday and Wednesday, 11:00 to 11:50, and by appointment

LEARNING OBJECTIVES

PSAA 601 provides a foundation that will help you to understand and to think critically about the organizational, political, and constitutional environment of public service. In this course, we examine different perspectives on management and leadership, and students will gain an overview of how public organizations operate. Although we will focus primarily on the United States, many of the concepts it addresses are relevant to other countries as well. Among its principal objectives are to develop a general appreciation for:

- how and why managers employ formal and informal strategies within their organizations
- core management functions such as budgeting, human resources administration, policy analysis, planning, and performance assessment
- contemporary challenges confronting program implementation
- the role played by citizens and interest groups in the implementation of public programs
- the relationship between public organizations and the other branches of government
- types of ethical dilemmas often faced by public managers
- developments in the study and practice of public administration

This is an introductory course in which we will examine questions and concepts from both a theoretical and practical perspective. Many of the topics in PSAA 601 are covered in greater depth elsewhere in the MPSA curriculum.

ASSIGNED READINGS

Two textbooks are assigned for this course. Additional readings may be assigned at the discretion of the professor and will be announced and distributed to the class with reasonable notice.

1. Kettl, Donald F. 2018. *Politics of the Administrative Process*. 7th ed. CQ Press.
2. Stillman, Richard. 2009. *Public Administration: Concepts and Cases*. 9th ed. Cengage Learning.

EVALUATION

Your evaluation in this course will be based on three assignment types. First, in advance of each substantive class meeting, students will write and submit 2-page **analytical response essays**, constituting 50% of the total course evaluation. Second, students will participate in two **group case projects**, collectively constituting 40% of total course evaluation. Lastly, students are expected to contribute intellectually to class meetings, and will therefore be evaluated on their **active participation**, worth 10% of the final grade. *There will be no extra credit opportunities in this course.*

Assignment weighting:

Analytical Response Essays	50%
Group Project: Agency	20%
Group Project: Program	20%
Participation	10%

Grade classification:

89.5 and above	A	Exceeds my expectations
79.5 to 89.4	B	Meets my expectations
69.5 to 79.4	C	Meets my minimum expectations
59.5 to 69.4	D	Fails to meet my expectations
Below 59.5	F	Fails to meet course requirements

ANALYTICAL RESPONSE ESSAYS (50%)

Beginning the second week of class, in advance of each meeting, students will prepare a 2-page single-spaced *solo-authored* analytical response essay on the theme of the week. These essays are an opportunity for students to think analytically about the content they have read in preparation for the class meeting.

Analytical response essays are *not* summaries of the readings, nor are they opinion pieces. The purpose of an analytical essay is to bring original and critical thought to bear on class material. You must be clear in stating the purpose of your essay. Although reference to readings from other weeks are encouraged, the emphasis of the analysis must be on the

current week's theme and assigned readings. Proper citation styles must be employed throughout. Cited reference lists are *not* included in the 2-page limit. Additional information will be provided in a handout.

If an essay is not submitted through eCampus before *8AM on the day of each class meeting*, it will receive a grade of zero and no feedback will be provided. At the end of the semester, each student's lowest two essay grades will be dropped (no questions asked), and the essays will be averaged to produce a score weighting 50% of the final course grade.

GROUP PROJECTS (EACH WORTH 20%, FOR A TOTAL 40%)

Two case-based group projects will constitute a substantial portion of your evaluation. Each group will have around 5 members, who will be randomly assigned by me. As a group, you will collaborate to analyze a problem (within a public agency or a public program), present your analysis and conclusions, and submit a written report.

Evaluation of students' performance will be a weighted average of their peers' evaluation of their contribution, the group presentation quality, and the submitted report. More information about evaluation and expectations for these projects will be provided in class.

PARTICIPATION (10%)

Much of in-class time will be in seminar form. Students are expected to contribute to class discussion regularly. To foster collegial dialogue in these sessions, students should arrive in class prepared to discuss the reading material and students are asked to refrain from unnecessary use of computers, tablets, or other electronic devices during seminars.

- The use of cell phones or other electronic devices that appear to distract you from the class will detract from your participation grade.
- A failure to demonstrate respect for the ideas and perspectives of your fellow students or professor will detract from your participation grade.
- Excessive absences without notice or a valid university excuse will detract from your participation grade.

ATTENDANCE & MISSED ASSIGNMENTS

When in doubt, communicate with me as soon as possible before an absence or missed assignment takes place. Missing assignment grades may be replaced only with a university excused absence. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at student-rules.tamu.edu/rule07. If any of our class meetings conflict with your religious events (see here: dof.tamu.edu/rules/religious-observance), please let me know so that we can make arrangements for you.

WRITING EXPECTATIONS

All written work in this course must be submitted to the professor through the eCampus website, and should be single-spaced, in 12 pt font, with 1 in margins. I expect proper grammar, spelling, and punctuation to be practiced. Writing that does not meet this expectation will be penalized accordingly.

For advice and resources on writing (and presenting), consult the Texas A&M University Writing Center at writingcenter.tamu.edu, or the Bush School's writing center at: sites.google.com/site/bushschoolwriting/home .

Students may use any established format for citing references, either Chicago or APA styles are suitable choices. It is most important that your chosen citation style be consistent throughout the entire piece of writing. Failure to properly cite your sources and references will result in a referral to the Honor Council for academic dishonesty. For additional information on citing sources, see here: tamu.libguides.com/citationbasics.

ONLINE COURSE MATERIALS AND TURNITIN

All assignments, class slides, handouts, additional reading materials, and the syllabus for this course will be made available through the course page on the TAMU eCampus website here: ecampus.tamu.edu. All assignments and must be submitted using Turnitin through the same eCampus website. *I will not accept hard-copy or emailed assignments.*

EMAIL POLICY

If you email me over the weekend, I reserve the right to reply on Monday afternoon. If you email me with a question that is clearly addressed in this syllabus, I reserve the right to reply with a whimsical GIF.

APPOINTMENTS & OFFICE HOURS

During the stated office hours (MW 11-11:50), I will be in my office and the door will be open to any student(s) who drop by. No appointment needed.

If, however, those hours are not convenient for you or if you prefer a scheduled time-slot, you can book an appointment with me to guarantee your my availability up to two weeks in advance. For everyone's convenience, please use this website to make an appointment: mallorycompton.youcanbook.me.

Sometimes plans change, so if you need to reschedule or cancel your appointment, please do so through the same site. Feel free to book more than one back-to-back time slot if you think we'll need more than the default 10-minute appointment.

PLAGIARISM, ACADEMIC INTEGRITY, & THE AGGIE HONOR CODE

"An aggie does not lie, cheat or steal, or tolerate those who do."

Students are responsible for creating and authoring their own work, and for adhering to Texas A&M University's Honor Code. For information about the code and how it is enforced you may visit: aggiehonor.tamu.edu .

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

The best way to avoid plagiarism is to err on the side of caution when you are in doubt about the need to cite sources. For more information about proper citation and attribution, see the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty," or the library guide at:

library.tamu.edu/services/library_tutorials/academic_integrity/

If any of the university's policies regarding academic integrity are unclear, students should consult with their instructor sooner rather than later.

This course has is a **zero-tolerance policy**. All coursework will be submitted through software designed to detect plagiarism. In the event that coursework is deemed by the professor to be substantially plagiarized, the student will fail the course, an "F*" will be reported on the student's transcript along with the notation "FAILURE DUE TO ACADEMIC DISHONESTY," and a Violation Report will be filed with the Aggie Honor System Office. *There will be no exceptions to this rule.*

THE AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit disability.tamu.edu/.

DIVERSITY & ACCESSIBILITY

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see diversity.tamu.edu/).

Please let me know ways to improve the effectiveness or accessibility of the course for you personally or for other students or student groups. I want to hear from you. It is important to me that students from 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 students bring to this class be viewed as a resource, strength, and benefit. Accordingly, everyone is expected to respect the different experiences, beliefs, and values expressed by fellow students and instructors, and will engage in reasoned discussion that refrains from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints. This applies both INSIDE and OUTSIDE of the classroom and includes electronic venues such as GroupMe.

NAME & PRONOUNS

Professional courtesy and sensitivity will be taken seriously in this classroom. Class rosters provided to me include only students' legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the semester (in writing or in person) so that I may make appropriate changes to my records.

HEALTH & WELLBEING

Graduate school is demanding; you will face unexpected challenges. I, as well as all faculty at the Bush School, expect you to work hard. Your health and happiness, however, are more important than your academic achievement. If you are feeling overwhelmed, stressed, or facing any other obstacle which seems to be getting in the way of your wellbeing and/or academic achievement, I strongly encourage you to seek out support within the Bush School, or with the Counseling and Psychological Services on campus. Resources and help are available both on-line and in-person *free of charge* for university students. For more information: caps.tamu.edu.

CHILDCARE EMERGENCIES

If you find yourself without childcare on any given day, please feel free to bring your child to class. I would rather have children see a college classroom than have any student miss a day of class.

ADDITIONAL HELPFUL LINKS

Academic Calendar	registrar.tamu.edu/General/Calendar.aspx
Student Rules	student-rules.tamu.edu
Religious Observances	dof.tamu.edu/rules/religious-observance
Counseling and Psychological Services	caps.tamu.edu
Bush Writing Center	sites.google.com/site/bushschoolwriting/home
Citation Basics	tamu.libguides.com/citationbasics
Appointments with me	mallorycompton.youcanbook.me/

SCHEDULE, TOPICS, AND READINGS

The course syllabus is a general plan for the course; deviations may be necessary. I reserve the right to add or remove readings at any time, with reasonable notice to the class.

WEEK 1 – INTRODUCTION TO PUBLIC ADMINISTRATION

Section 601: August 26

Section 603: August 28

- Kettl ch 3 – “What is Public Administration?” (pg 58-82)

WEEK 2 – WHAT IS GOVERNMENT?

September 2 or 4

- ⊕ **Analytical response essay #1 DUE**

- Kettl Ch 1: “Accountability” (pg 1-23)
- Kettl Ch 2: “What government does, and how it does it” (pg 25-57)
- Stillman Case Study 1: “The Blast in Centralia No. 5: A Mine Disaster No One Stopped” (pg 30-44)

WEEK 3 – PUBLIC ORGANIZATIONS

September 9 or 11

- ⊕ **Analytical response essay #2 DUE**

- Kettl Ch 4: “Organizational Theory” (pg 83-117)
- Stillman Ch 3: “The General Environment: The Concept of Ecology” (pg 78-95)

WEEK 4 – THE EXECUTIVE BRANCH

September 16 or 18

- ⊕ **Analytical response essay #3 DUE**

- Kettl Ch 5: “The Executive Branch” (pg 118-143)
- Stillman Ch 4: “The Political Environment: The Concept of Administrative Power” (pg 97-115)

WEEK 5 – ORGANIZATIONAL PROBLEMS

September 23 or 25

- ⊕ **Analytical response essay #4 DUE**

- Kettl Ch 6: “Organizational Problems” (pg 144-171)
- Stillman Ch 5: “Intergovernmental Relations (IGR): The Concept of Opportunistic Federalism (pg 117-144).

WEEK 6 – ADMINISTRATIVE REFORM

September 30 or October 2

⌚ **Analytical response essay #5 DUE**

- Kettl Ch 7: “Administrative Reform” (pg 172-200)
- Stillman Ch 13: “Administrative Reorganization: The Concept of Tides of Reform” (pg 372-406)

WEEK 7 – **FIRST TEAM PRESENTATIONS & REPORT SUBMISSIONS**

October 7 or 9

⌚ **Team reports & presentations DUE**

WEEK 8 – THE HUMAN SIDE

October 14 or 16

⌚ **Analytical response essay #6 DUE**

- Kettl Ch 8: “The Civil Service” (pg 201-231)
- Kettl Ch 9: “Human Capital” (pg 232-264)
- Stillman Case Study 11: “What Brought Bernadine Healy Down?” (pg 331-343)

WEEK 9 – PLANNING

October 21 or 23

⌚ **Analytical response essay #7 DUE**

- Kettl Ch 10: “Decision Making: Rationality and Risk” (pg 265-295)
- Kettl Ch 11: “Budgeting” (pg 296-325)
- Stillman Case Study 8: “How a City Slowly Drowned” (pg 226-236)

WEEK 10 – IMPLEMENTATION

October 28 or 30

⌚ **Analytical response essay #8 DUE**

- Kettl Ch 12: “Implementation & Performance” (pg 326-360)
- Stillman Ch 9: “Administrative Communication: The Concept of Its Professional Centrality” (pg 239-281)

WEEK 11 – OVERSIGHT

November 4 or 6

⌚ **Analytical response essay #9 DUE**

- Kettl Ch 13: “Regulation and the Courts” (pg 361-389)
- Stillman Ch 14: “The Relationship Between Politics and Administration: The Concept of Issue Networks” (pg 410-435)

WEEK 12 – ADMINISTRATIVE RESPONSIBILITY

November 11 or 13

⌚ **Analytical response essay #10 DUE**

- Kettl Ch 14: “Accountability and Politics” (pg 390-416)
- Stillman Ch 15: “The Relationship Between Bureaucracy and the Public Interest: The Concept of Administrative Responsibility” (pg 438-465)

WEEK 13 – **SECOND TEAM PRESENTATIONS & REPORT SUBMISSIONS**

November 18 or 20

⌚ **Team reports & presentations DUE**

WEEK 14 – STUDENTS’ CHOICE

November 25 or December 4

⌚ **Analytical response essay #11 DUE**

- Readings TBD