Welcome to Introduction to Public Administration. This course is offered within the American Politics and Process subfield under the Political Science Major. I look forward to having you in class this semester!

**Class Time:** Tuesdays & Thursdays, 10:50am - 12:05pm  
**Class Location:** Maybank Hall, 111  
**Prerequisites:** None

**My Educational Philosophy**
My educational philosophy is reflective of my experience as a practitioner and manager in the public sector. I strongly believe that learning and growth occur most fully in the context of dialogue and through deep reflection on our own experiences. As such, our personal and professional experiences provide a foundation for our learning this semester. I believe this is essential in the field of Public Administration, as a vocation aimed towards realizing the public good is almost always conducted in dialogue with communities, organizations, peers, and citizens.

**Course Description**
Introduction to Public Administration analyzes the basic principles, functions, and practices of public organizations and public management with an emphasis on national government. Public Administration is the study of administration, management, and leadership in the public sector. The public sector includes national, state, and local government, as well as nonprofit organizations. In this course we will examine the rise of the administrative state, including the historical foundations of public administration and the structure and functions of the executive branch of government at the national, state, and local levels. We will examine competing public service values that public administrators must navigate to serve citizens and deliver effective, equitable, and efficient public policies, programs, and services. Public service requires that leaders must understand organizational theory and efficient, effective management. They must navigate the political landscape and be responsive to citizens, elected officials, and other stakeholders in a just and equitable manner. Finally, they must have a strong working knowledge of constitutional-legal protections of the individual and due process. Throughout the class, we will be thinking critically, engaging civilly, and practicing the values these topics require.

**Student Learning Outcomes**
1) Demonstrate mastery of course concepts and be able to define and explain concepts, theories, and approaches to public service.  
   *Assessment: Reading Quizzes; Exams*
2) Evaluate information to offer creative and theoretically informed solutions to issues that advance public value.
   *Assessment: Case Studies and Reflections*

3) Describe the variety of public service roles, responsibilities, and organizations.
   *Assessment: Public Service Roles Research*

4) Formulate, propose, and advocate possibilities to advance the public value in a democratic society as engaged and informed citizens and future public sector leaders.
   *Assessment: Case Studies & Reflections; Exams*

**Required Texts & Additional Readings**

*This text will be available through the campus bookstore and may also be purchased online (new or used) for more cost-effective options. I have placed two copies of this text on reserve with the Addleston Library. Both 2-hour and overnight reserve are available on a first-come, first-served basis.

**Additional required readings, podcasts, or videos will be made available electronically through the OAKS system, accessible via MyCharleston.**

**Assignments, Due Dates, and Grading Scale**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (Weight)</th>
<th>Description and Rationale</th>
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<tbody>
<tr>
<td>Engagement &amp; Participation</td>
<td>50 (10%)</td>
<td>Your active, enthusiastic, prepared, and civil engagement will be essential to enhance your own and your peers’ learning throughout the semester. With the understanding that not all students engage or participate in the same manner (shout out to the introverts!), there will also be in class polls via [Poll Everywhere](<a href="https://www.poll">https://www.poll</a> Everywhere.com) to provide feedback and input. <em>See absence policy below for more information.</em></td>
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<tr>
<td>Reading Quizzes</td>
<td>100 (20%)</td>
<td>Weekly quizzes serve three related purposes: 1. They encourage you to stay up to date with the reading and fully prepare for class; 2. They offer me regular feedback on your learning and help me gauge your understanding of the assigned materials; and, 3. They are a working study guide for the final exam. <em>Quizzes must be completed online before class begins. Each quiz will cover a few of the key concepts from the assigned readings and each is worth 10 points. The top 10 (of 12) quiz grades will be used for your final grade.</em></td>
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Note: Quiz answers will be discussed in class and will not be available online.

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<td>Case Studies &amp; Reflection Essays</td>
<td>50</td>
<td>We will complete group case studies during class and individual reflective writing assignments to engage with the material and practice public service leadership skills. In small groups, we will examine cases intended to enrich the readings and apply the concepts throughout the semester. All cases will be discussed during a scheduled class session. The related reflections should document personal growth and discuss how what you have read and experienced via group discussion has contributed to building knowledge and capabilities or changed the way you view the world of public service. Your submissions will be evaluated on the depth and clarity of your answer, your ability to connect your reflection to materials from the case and class (readings, lectures, etc.). All submissions should be reviewed for accuracy, grammar, and spelling.</td>
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<tr>
<td>Mid-Term Exam</td>
<td>75</td>
<td>Exams are a useful assessment tool for evaluating mastery of course content. The mid-term exam will be given during the class period on February 25th. The exam may contain multiple choice, true/false, and short answer questions.</td>
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<tr>
<td>Public Service Roles Research (5 Parts)</td>
<td>125</td>
<td>This paper assignment will allow you to understand the breadth of roles available in the public sector and ways to advance the public value in a democratic society and different organizational contexts. It will also require you to articulate the core values of a public servant and specific challenges that a public leader would face in a specific context. The purpose of this assignment is to encourage you to become engaged and informed citizens and future public sector leaders. These related assignments will be due in five distinct parts. Due dates and details are provided in OAKS.</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>Exams are a useful assessment tool for evaluating mastery of course content. The final exam will be non-cumulative. It will also be take-home and due during the assigned exam period April 28th.</td>
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<tr>
<td>Total</td>
<td>500</td>
<td>*Additional details and rubrics for each assignment will be posted on OAKS and discussed in class.</td>
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**Grading Scale**

As a general rule, late assignments are not accepted. If you need an accommodation or extension for legitimate reasons, you must contact me prior to the due date and online submission deadline. There are **500 points possible** in this class. Grades will be allocated based on your earned points, calculated as a percentage of 500.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<td>A-</td>
<td>90-93%</td>
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<tr>
<td>A+</td>
<td>87-89%</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59 &amp; Below</td>
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Grades of “Incomplete” (I) are reserved for those students who for some unexpected reason are unable to complete final requirements for the class. Students requesting an “I” must see me as soon as they learn of their inability to complete the assigned work and should be performing at a passing level (C or better) in the class.

**Extra Credit: Experiential Learning via Attendance at Political Events/Lectures**

You will be presented with several opportunities to attend events or lectures on campus or in the community. Many of these opportunities expand your knowledge about public service and allow you to engage in experiential learning. For extra credit, you must complete a one page (single-spaced) or two page (doubled-spaced) typed written summary that clearly describes the event/lecture, uses detailed examples to clearly link the lecture or event to class readings and discussions. The response must be well-written, organized, and contain limited to no grammatical errors. The instructor will notify the class of events/lectures that qualify via OAKS announcements, and you must submit your summary within one week of the event/lecture to the OAKS Dropbox. Each extra credit event will add **one percentage point** to your final grade; no more than two (2) points of extra credit are allowed.

**General Policies**

**Communication**

Please do not hesitate to contact me. My preferred method of initial communication is email. I encourage students to consult with me via email or in person for qualitative feedback on any graded assignments. The way you present yourself in in written and verbal form says a lot about who you are, your work ethic, and your priorities. Consider every interaction you have with faculty and your peers an opportunity to demonstrate the best version of yourself. Finally, please do not suffer in silence if you are struggling at any point throughout the course. Instead, contact me as soon as possible to discuss any issues, confusion, or concerns. I am here to help, and I want you to be successful in this course.

**Absences**

This is a fast-moving course and a large part of our learning will take place in the classroom. Thus, class attendance and engaged participation is expected. Any necessary, excused absences or medical leave should be discussed with the professor in advance. Additional attendance policy information can be found through the CofC [Absence Memo Office](#).
Technology
Please be respectful of your fellow classmates and me by silencing your cell phone during class and limiting laptop use to only class-related activity. While I appreciate any effort to save trees, students should use computer only for taking notes or Poll Everywhere. Students who use their computers, phones, etc. for emailing, internet surfing, social media, or other non-class related activities will lose participation points at the discretion of the professor. Fair Warning: I tend to deduct a quarter to half of all participation points when students are seen using their computers or technology for non-class related activity.

Classroom Values
Several values will support your success in this course. First and foremost, be curious! Explore new ideas with enthusiasm and excitement. Public administration is a new concept for many of you – as such – please do not be afraid to ask questions or stop the class when something is unfamiliar or confusing. Respect and support your peers in the classroom. One way we develop a learning environment is through allowing each other space and time to reflect on these ideas and concepts in a civil manner.

College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted.

Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams or written assignments, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for
any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

**Accommodations for Documented Disabilities**
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. You can contact Center at SNAP@cofc.edu or (843) 953-1431. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before any accommodation is needed.

**Center for Student Learning**
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of Addlestone Library and they can assist you with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts (in addition to other services). For more information regarding these services please visit the CSL website at http://csl.cofc.edu.

**Food & Housing Resources**
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor Trochmann if you are comfortable in doing so.

**Inclusion**
The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

**Preferred Name and Pronoun Information**
I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of any request early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

**On Campus Gender Inclusive facilities**
Campus Resources
College of Charleston Reporting Portals
National Resources for Faculty & Staff
GSEC Reports
Religious Accommodations

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

Inclement Weather Policy

If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

Additional Student Support Services
http://capp.cofc.edu/Support%20Services/index.php

Additional Policies
http://policy.cofc.edu/policy.php#student
Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

**Course Schedule**

Listed below are the readings and assignments for each class. The instructor reserves the right to modify this schedule, as necessary. Any changes will be reflected in the content in OAKS and/or discussed in class.

*Denotes that Reading Quiz is due in OAKS prior to class.

**Section 1: Defining Public Value and the Foundations of Public Administration**

**January 9**  
*Introductions, Overview, & Expectations*

**Assignment:** Review the syllabus and listen to podcast *Living the Questions: What does civility actually mean, and is it enough?*

**In Class:** Co-create guidelines for civil participation/engagement.

**January 14**  
*Overview of Public Administration*


**January 16**  
*American Foundations of Public Administration*


The Federalist Papers Overview and *Federalist #10* or *Federalist #71* as assigned Overview of the Federalist Papers:  
[https://www.congress.gov/resources/display/content/About+the+Federalist+Papers](https://www.congress.gov/resources/display/content/About+the+Federalist+Papers)

*Federalist #10*:
[https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-10](https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-10)

*Federalist #71*:
[https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-71](https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-71)

**January 21**  
*Constitutional Foundations of American Public Administration*


**Recommended**: Guy & Ely, Appendix *The Constitution* (pp. 511-522)

**Due**: Part 1 Public Service Roles Research

January 23  Constitutional Foundations Continued  
*Readings*:  Guy & Ely, Chapter 1: Running a Constitution

Listen to Episode 1 of *The Most Perfect Album* here:  

**Recommended**: Guy & Ely, Appendix *The Constitution, Amendments I-XXVII* (pp. 522-530)  
See more Information on the Podcast series here:  
https://project.wnyc.org/themostperfectalbum/

**In Class**:  Case Study

January 28  Constitutional Foundations Continued  
*Readings*:  Guy & Ely, Chapter 12: Legal Dimensions of Public Administration

Retrieved from: https://patimes.org/ethics-honor-public-service/?platform=hootsuite

January 30  Why *Public* Administration?  
*Readings*:  Appleby, P. (1945).  Government is different. OAKS.


**Section 2: Public Administration Values**

February 4  Benevolence & Public Service  


**Due**:  Part 2 of Public Service Roles Research

February 6  Citizen Engagement  
*Reading*:  Guy & Ely, Chapter 2: Citizen Engagement

February 11  Citizen Engagement Continued


In Class: Case Study

February 13 Public Integrity & Ethical Dilemmas
Reading: Guy & Ely, Chapter 13: Public Integrity

American Society for Public Administration (ASPA) Code of Ethics and Practices
International City Managers Association Code of Ethics https://icma.org/icma-code-ethics

February 18 Public Integrity & Ethical Dilemmas Continued

Adams & Balfour *Administrative Evil* Excerpt in OAKS.

February 20 Transparency
Reading: Guy & Ely, Chapter 10: Transparency.

In class: Mid-term Review

February 25 Mid-term Exam

March 3 Pillars of Public Service: Efficiency, Effectiveness, Economy, & Equity


March 5 Social Equity Continued


Section 3: Leading in the Public Sector – Practical Skills and Knowledge
March 10 Leading and Motivating People
Readings*: Guy & Ely, Chapter 3: The Savvy Administrator

Watch Behavioral Economist Dan Ariely present experiments that reveal our unexpected and nuanced attitudes toward meaning in our work.
https://www.youtube.com/watch?v=5aH2Ppjpeho

Watch Daniel Pink “The Puzzle of Motivation” TED Talk:
https://www.ted.com/talks/dan_pink_on_motivation?language=en

March 12 Bureaucratic Discretion


In Class: Case Study
Due: Part 3 of Public Service Roles Research

March 17-19 Spring Break – No Class

March 24 Organizational Theory
Reading*: Guy & Ely, Chapters 4: Organizing Principles

March 26 Budgeting
Reading: Guy & Ely, Chapter 6: Budgeting

In Class: Case Study

March 31 Public Management & Performance
Reading*: Guy & Ely, Chapter 14: Measuring & Managing for Performance

In Class: Case Study
Due: Part 4 Public Service Roles Research

April 2 Library Class

Section 4: Current & Future Challenges of Public Administration
April 9 eGovernance
Reading*: Guy & Ely, Chapter 7: Digital Democracy
April 14  
**Reading:**  Big Data and Equity  

Watch: Kate Crawford & Meredith Whittaker "This Moment in AI"  
[https://www.youtube.com/watch?v=0sJyNy7Jjb0](https://www.youtube.com/watch?v=0sJyNy7Jjb0)

**In Class:**  Case Study

April 16  
**Reading*:**  Tying it All Together  
Guy & Ely Chapter 15: Public Services, Well Delivered

**In Class:**  Concept Mapping of Public Administration  
Final Exam Review

April 21  
**In Class:**  Public Service Roles Research: In Class Oral Presentations  
**Due:**  Oral Presentations & Class Discussion on Public Service Roles Research  
**Part 5 of Public Service Roles Research**

April 23  
**Reading Day – No Class**

April 28  
**Take-Home Final Exam Due in OAKS**