A message from your professor: It is most important this semester for you to take care of your physical and mental health. While I am committed to providing you with a learning experience that will help you build a solid foundation in public administration and prepare you for future career in public service, your work in this class should not come at the expense of your health. Please do not hesitate to reach out to me if you find yourself struggling. I will work with you to support you.

Instructor: Maren Trochmann, Ph.D. (she/her/hers)
Contact Information: trochmannmb@cofc.edu (preferred); 843.953.1036 (office phone)
Office: J.C. Long Building, 9 Liberty Street, Room 213
Virtual Office Hours: By appointment: https://calendly.com/professortrochmann

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, 9:25am - 10:40am
Class Location: Virtually via Zoom*
*Students will receive an Outlook Meeting invite with log-in details. See Zoom details here.
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 professional and personal 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.

I view the classroom as a brave place, a place where we take risks and welcome discomfort to learn and grow together. I aim to create an environment where your knowledge and experience is valued and serves as an entry point into discussion about issues facing our communities. I strive to create an ethical space where ideas can be exchanged in a way that respects lived experience. We can learn from our differences while interacting openly and respectfully. I maintain a sense of rigor and require intellectual growth. I ask you to expand your critical thinking skills and challenge yourself to think differently about issues that impact you and your communities. I strive to create a classroom where you can grow intellectually but also as a human being, a citizen, and a leader.

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; Midterm Exam*

2) Apply course concepts and evaluate information in everyday life to offer creative and theoretically informed solutions to issues that advance public value.  
   *Assessment: Group Project*

3) 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: Final Public Service Roles Paper*

**Required Texts & Additional Readings**

All required readings, podcasts, or videos will be made available electronically through the OAKS system, accessible via MyCharleston. I have intentionally designed this course utilizing Open Educational Resources (OER) or freely available resources via the [https://library.cofc.edu/](https://library.cofc.edu/).

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

As a general rule, late assignments are not accepted. If you need an accommodation or extension, please contact me prior to the due date to the extent possible.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Description and Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement &amp; Participation</td>
<td>15</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 be in class polls via Poll Everywhere and weekly exit tickets. We will complete a variety of group case studies intended to enrich the readings and apply the concepts throughout the semester during class in small groups (breakout rooms). <em>See absence policy below for more information.</em></td>
</tr>
</tbody>
</table>
| Reading Quizzes          | 20     | 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 midterm exam. |
Quizzes must be completed online **before** class begins. Each quiz will cover a few of the key concepts from the assigned readings. The top 10 (of 12) quiz grades will be used for your final grade. **Note:** Quiz answers will be discussed in class and will not be available online.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Group Project: Current Event/Pop Culture Application</td>
<td>20</td>
</tr>
<tr>
<td>Final Paper: Public Service Roles</td>
<td>25</td>
</tr>
</tbody>
</table>

**Due dates:**
- Mid-Term Exam: March 5th
- Group Project: March 25th
- Final Paper: April 25th

*Additional details and rubrics for each assignment will be posted on OAKS and discussed in class.*

**Grade Distribution & Scale**

Your final grade will be calculated according to the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement &amp; Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

There are **100 points possible** in this class. Grades will be allocated based on your earned points.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
</tr>
<tr>
<td>C+</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; Below</td>
</tr>
</tbody>
</table>
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 in the class.

**Extra Credit: Experiential Learning via Attendance at Political Events/Lectures**
You will be presented with several opportunities to attend virtual or live 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.

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. The Office of Institutional Diversity has set some guidelines for Courageous Conversations and Brave Spaces, which I strive to follow throughout this course and ask you do the same.

**Note:** If you are unsure of your writing skill or abilities to complete the course assignments below, please be proactive in speaking to me at least two weeks prior to the due date(s). I will work with you to read early assignment draft(s) and provide feedback or guidance.

Finally, because we do not meet face-to-face, it's essential that you maintain an active presence in virtual classes and in OAKS. It is recommended that you log into the course at least three (3) days per week at minimum in order to be successful.

**Technology**
It is required that you have a computer with Internet access, microphone, and speakers. You must have a **reliable** Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can determine if this course will be manageable for you. I have also included resources below if you have concerns about course access or financial burdens.

If you have technical problems, please contact Student Computing Support or Helpdesk using these methods: **Student Computing Support** at 843-953-5457 or via email studentcomputingsupport@cofc.edu or the **IT Helpdesk** at 843-953-3375 or helpdesk@cofc.edu.
It’s important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.

**Recording of Classes (via Zoom)**

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class. **Note:** you must log into Zoom from your CofC account to gain access to this class (not your phone or gmail or other email account). This is essential for me to verify identities in a large class and avoid “zoom bombers.” You can find more information on setting up your free CofC Account [here](#).

**Navigating This Course**

This course contains distinct learning modules. OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted. **Everything** you need for instruction is located inside each module. Each module will contain an optional checklist in the content section to assist you in staying organized. More specific instructions for each assignment, including grading rubrics (when applicable), will be posted in OAKS. You will be able to access and progress through each module once I release them in accordance with the course schedule below. Each content module will contain:

1. Required readings, videos, and/or podcasts;
2. Weekly reading quizzes and links to other assignments (as applicable);
3. A short Google Form Exit Ticket (part of your engagement score).

**Attendance Policy, Time Commitment, and Course Engagement**

This is a full semester online course. We move quickly and your active virtual presence is expected. Assume approximately **6-7 hours per week of active work** in the course. This includes checking your CofC email, viewing feedback, and engaging in zoom classes. Attendance in all virtual classes is expected, and you should communicate with me if you are unable to attend so you can view the course recording and get caught up on content. Attendance will factor into your overall engagement & participation grade.

Your thoughtful and civil engagement will be essential to enhance your own and your peers’ learning throughout the semester. We should show curiosity and respect for each other and our individual differences, valuing diverse perspectives during online discussions. Engagement requires us all to practice the values of fairness, justice, equity, responsiveness, and empathy.

Per the disclaimer under Student Support & Resources, I am aware of and sympathetic to the many challenges that college student experience, especially now in the time of COVID-19. If you are experiencing personal or health-related challenges, please communicate with me. There are numerous resources that I can recommend to you and, to an extent, I will work with you on deadline extensions required for valid reasons.

Depending on circumstances, sometimes withdrawing from the class is the best option. February 10th is the withdrawal deadline for this full semester class with the grade of “W”. Regardless of
your circumstances, please reach out to me or somebody else for support before and/or after deciding to withdraw from the class.

**College of Charleston Honor Code and Academic Integrity**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, 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 misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of 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 XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

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://deanofstudents.cofc.edu/honor-system/studenthandbook/](http://deanofstudents.cofc.edu/honor-system/studenthandbook/).

**Inclement Weather, Pandemic or Substantial Disruption Policy**
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Student Support & Resources**

**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). I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources and they open on Monday, January 25, 2021. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

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.

Mental & Physical Wellbeing
At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness), please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

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

Preffered 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.

Additional Student Support Services

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

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.
<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Materials</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1: Introduction to Public Service: Constitutional Foundations 2 weeks | January 12 | Introduction, Overview, & Expectations | - Review the syllabus  
At quizzes due prior to class. |
- The Federalist Papers Overview and Federalist Paper #70  
| January 21 | The Living Constitution | - Podcast The Fight for a True Democracy 1619 Project.  
| January 28 | Publicness | - Appleby, P. (1945). Government is different. OAKS.  
- Valenzuela, M. (2017). King County’s journey in institutionalizing equity and |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2-4</td>
<td>Study Days</td>
<td>N/A – I will hold optional drop-in office hours during regular class time.</td>
<td></td>
</tr>
<tr>
<td>March 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Watch Behavioral Economist Dr. Dan Ariely present experiments that reveal our unexpected and nuanced attitudes toward meaning in our work. [https://www.youtube.com/watch?v=5aH2Pjpcyo](https://www.youtube.com/watch?v=5aH2Pjpcyo)  

**POLI 210: Intro to Public Administration**

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# POLI 210-1: Introduction to Public Administration
## Spring 2021 ~ Online

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Resource</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 20</td>
<td>AI and The Future of Technology</td>
<td>Ray, R. (2020) “5 Questions Policymakers Should Ask About Facial Recognition, Law Enforcement, and Algorithmic Bias”; Brookings Institution. Watch: Kate Crawford &amp; Meredith Whittaker &quot;This Moment in AI&quot; <a href="https://www.youtube.com/watch?v=OxL4yNy7Ijb0">link</a></td>
<td></td>
</tr>
</tbody>
</table>

*The instructor reserves the right to alter or amend the schedule or readings as needed. Students will be informed of these changes as appropriate and in a timely manner.*

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