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!

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. This course uses digital course materials designed using Open Educational Resources (OER), high-quality, openly licensed educational materials, rather than a traditional textbook or freely available resources via the https://library.cofc.edu. You can access all readings, videos, quizzes and other activities through our OAKS course. Our course materials were selected by Professor Trochmann with support from CofC’s OER Incentive Program. You will not have any additional cost for textbooks. CofC is committed to student access and excellence. Extra care and effort was involved to assure access to high-quality affordable materials. I am interested in your experience using these materials and welcome your feedback at any time during the course of this class and specifically during each module’s exit ticket.

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 or Menti.com and module 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. See absence policy below for more information.</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>20</td>
<td>Weekly quizzes serve three related purposes:</td>
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<tr>
<td></td>
<td></td>
<td>1. They encourage you to stay up to date with the reading and fully prepare for class;</td>
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<td></td>
<td>2. They offer me regular feedback on your learning and help me gauge your understanding of the assigned materials; and,</td>
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<td></td>
<td></td>
<td>3. They are a working study guide for the midterm exam.</td>
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<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
<td>Description</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Mid-Term Exam</td>
<td>20</td>
<td>Exams are a useful assessment tool for evaluating mastery of course content. The mid-term exam will be take-home and in OAKS. The exam may contain multiple choice, true/false, short answer, and/or essay questions. Due date: February 23rd</td>
</tr>
<tr>
<td>Group Project: Current Event/Pop Culture Application</td>
<td>20</td>
<td>This group project is your opportunity to demonstrate your understanding of public administration, its components, and your ability to connect theory to real-life examples found in current events of pop culture. You will pick a topic/concept (of a list of choices will be provided) and a current event or pop culture example (tv show, documentary, podcast, etc.) and relate them to one another. The assignment includes both an application paper and an in-person presentation. More detailed information will be provided later in separate assignment handouts. Due date: March 30th</td>
</tr>
<tr>
<td>Final Paper: Public Service Roles</td>
<td>25</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 require you to articulate the core values of a public servant and 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. Due date: April 27th</td>
</tr>
</tbody>
</table>

**Grade Distribution & Scale**

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>
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</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, it's essential that you maintain an active presence in 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.

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 presence and attendance 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 class discussions and activities. Attendance is expected and will factor into your overall engagement & participation grade. Please communicate with me as early as possible if you are ill, have an excused conflict, or need to miss class for any reason.

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 the extent I am able, I will work with you on deadline extensions required for valid reasons.

Depending on circumstances, sometimes withdrawing from the class is the best option. March 25th 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.

**Health and Safety**

For COVID-19 related updates, please see: https://cofc.edu/back-on-the-bricks/. President Hsu and campus leadership now require face coverings while indoors around others including in the classroom. *If at any time any student does not comply with the face covering requirement, class will be canceled for that day.* The College of Charleston continues to *strongly encourage* all students to get vaccinated and to report their vaccination status to mitigate the spread of COVID-19. For those students who are not vaccinated, health experts encourage monthly testing; the College offers free voluntary weekly testing on campus to facilitate this effort.

If one or more students are absent for an extended period of time due to COVID-19 (quarantine or isolation), instructors may, at their discretion, conduct the class exclusively online via OAKS for the duration of student quarantine/isolation, record class lessons to share with students, or choose an alternate accommodation that provides the impacted student(s) with the opportunity to continue in the course. The specific accommodation will vary depending on the number of students affected, the expected duration of their absence, and the needs of 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/.

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 student’s 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.

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
Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
College of Charleston Quality Enhancement Plan (QEP)
Articles about CofC and LGBTQ+ Issues
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.
## POLI 210-1: Introduction to Public Administration  
**Spring 2022**

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Materials</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Introduction to Public Service:</td>
<td>January 10</td>
<td>Introduction, Overview, &amp; Expectations</td>
<td>- Review the syllabus</td>
<td>Assignment</td>
</tr>
</tbody>
</table>
|                                             | January 12   | Public Service Foundations                          | - [On Being](https://onbeing.org/programs/living-the-questions-6/) Podcast Living the Questions: What does civility actually mean and is it enough?  
|                                             | January 17   | No Class                                           | Martin Luther King, Jr. Holiday, observed. No classes. College closed.                                     | Assignment                                                                 |
   - The Federalist Papers [Overview](https://www.wnycstudios.org/story/most-perfect-album-episode-one-first-second-third-amendments) and [Federalist Paper #70](https://onbeing.org/programs/living-the-questions-6/)  
|                                             | January 24   | The Living Constitution                            | - Podcast [The Fight for a True Democracy](https://1619project.org/) 1619 Project.                           | Module Exit Ticket                                                        |
|                                             | January 31   | Publicness                                         | - Appleby, P. (1945). Government is different. OAKS.                                                      | Assignment                                                                 |
|                                             | February 7   | The Third Sector                                   | - Chapter 1: *The Handbook of Nonprofit Governance* (p. 3-14):  
| 3: Public Service Values, Ethics, and Equity 4-5 weeks | February 9   | Public Service Ethics and Values                    | - American Society of Public Administration (ASPA) [Code of Ethics](https://www.aspanet.org/about/ethics/code) and [Practices Guide](https://www.aspanet.org/about/ethics/practices)  
**POLI 210-1: Introduction to Public Administration**  
*Spring 2022*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Notes</th>
</tr>
</thead>
</table>
| March 6-12 | No Class                                   | 3: Public Service Values, Ethics, and Equity Continued  
4: Leading in the Public Sector – Practical Skills 4 weeks | Spring Break                          |
| March 21   | Group Work Day                             | No Class Meeting (Prof Trochmann at a Conference). *Use this time as a group project working session!* | Module Exit Ticket                        |
## POLI 210-1: Introduction to Public Administration  
**Spring 2022**

<table>
<thead>
<tr>
<th>March 30</th>
<th>Group Presentations</th>
<th>None</th>
<th>Group Paper &amp; Presentations</th>
</tr>
</thead>
</table>
- Pynes, J. Chapter 10: Performance Management (p. 303-339):  
  [https://courses.lumenlearning.com/amgovernment/](https://courses.lumenlearning.com/amgovernment/)  
  [https://doi.org/10.24926/8668.0101](https://doi.org/10.24926/8668.0101)  
- Eubanks, V. (2018). *Automating Inequality*. Chapters 1-2 in OAKS. | Reading Quiz |
- Watch: Kate Crawford & Meredith Whittaker “This Moment in AI”  
  [https://www.youtube.com/watch?v=0sJyNy7Jlb0](https://www.youtube.com/watch?v=0sJyNy7Jlb0) | Module Exit Ticket |
  [https://nonprofitquarterly.org/infrastructure-for-a-new-world/](https://nonprofitquarterly.org/infrastructure-for-a-new-world/) |  |

**5: Current & Future Challenges of PA**  
**2 weeks**

*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.*