

POLI 210-1: Introduction to Public Administration **Spring 2022**

Instructor:	Dr. Maren Trochmann (she/her/hers)	Location:	Maybank Hall 307
Email:	trochmannmb@cofc.edu	Meetings:	M/W 2:00-3:15pm
Office:	J.C. Long, 9 Liberty St, 216A	Prerequisites:	None
Office Hours:	By appointment over zoom		

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.

POLI 210-1: Introduction to Public Administration

Spring 2022

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.

<i>Assignment</i>	<i>Points</i>	<i>Description and Rationale</i>
Engagement & Participation	15	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. <i>See absence policy below for more information.</i>
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. <i>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.</i>

POLI 210-1: Introduction to Public Administration
Spring 2022

		<i>Note: Quiz answers will be discussed in class and will not be available online.</i>
Mid-Term Exam	20	Exams are a useful assessment tool for evaluating mastery of course content. <i>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.</i> Due date: February 23rd
Group Project: Current Event/Pop Culture Application	20	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
Final Paper: Public Service Roles	25	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
Total	100	<i>*Additional details and rubrics for each assignment will be posted on OAKS and discussed in class.</i>

Grade Distribution & Scale

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

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	60-69%
B-	80-83%	F	59 & Below

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

POLI 210-1: Introduction to Public Administration **Spring 2022**

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 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

POLI 210-1: Introduction to Public Administration **Spring 2022**

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.

POLI 210-1: Introduction to Public Administration Spring 2022

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

POLI 210-1: Introduction to Public Administration Spring 2022

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



POLI 210-1: Introduction to Public Administration

Spring 2022

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

Module	Date	Topic	Readings and Materials	Assignment
1: Introduction to Public Service: Constitutional Foundations 2 weeks	January 10	Introduction, Overview, & Expectations	<ul style="list-style-type: none"> - Review the syllabus - Shafritz, Russell, Borick, & Hyde. (2017). Chapter 1: Defining Public Administration. In <i>Introducing Public Administration, 9th Ed.</i> PDF in OAKS or: https://ebookcentral.proquest.com/lib/cofc/reader.action?docID=4684190&ppg=24 	
	January 12	Public Service Foundations	<ul style="list-style-type: none"> - On Being Podcast <i>Living the Questions: What does civility actually mean and is it enough?</i> https://onbeing.org/programs/living-the-questions-6/ - OpenStax (2016). “Module 1: American Government and Civic Engagement” in <i>American Government</i>. From: https://courses.lumenlearning.com/amgovernment/ 	
	January 17	No Class	Martin Luther King, Jr. Holiday, observed. No classes. College closed.	
	January 19	Constitutional Foundations	<ul style="list-style-type: none"> - Newbold, S. (2010). Toward a constitutional school for American public administration. <i>Public Administration Review</i>, 70(4), 538-546. - The Federalist Papers Overview and Federalist Paper #70 - Podcast Episode 1 of The Most Perfect Album here: https://www.wnycstudios.org/story/most-perfect-album-episode-one-first-second-third-amendments. 	Reading Quiz All quizzes due by 2pm prior to class.
	January 24	The Living Constitution	<ul style="list-style-type: none"> - Podcast The Fight for a True Democracy 1619 Project. - Trochmann. (Forthcoming). Book Review of <i>The Second Founding</i> by Eric Foner. In <i>Public Administration Review</i>. 	Module Exit Ticket
2: Defining Public Value & Public Organizations 2 weeks	January 26	Administration and Politics	<ul style="list-style-type: none"> - OpenStax (2016). “Module 15: The Bureaucracy” in <i>American Government</i>. From: https://courses.lumenlearning.com/amgovernment/ 	Reading Quiz
	January 31	Publicness	<ul style="list-style-type: none"> - Appleby, P. (1945). Government is different. OAKS. - Bozeman, B. (2002). Public value failure: When efficient markets may not do. <i>Public Administration Review</i>, 62: 536-546. 	
	February 2	Public Value	<ul style="list-style-type: none"> - Williams, I., & Shearer, H. (2011). Appraising public value: Past, present and futures. <i>Public Administration</i>, 89(4), 1367-1384. OAKS. - Merritt, C. et al. (2021). What makes an organization public? <i>American Review of Public Administration</i>, 49 (4), 411-424. 	Reading Quiz
	February 7	The Third Sector	<ul style="list-style-type: none"> - Chapter 1: <i>The Handbook of Nonprofit Governance</i> (p. 3-14): http://ebookcentral.proquest.com/lib/cofc/reader.action?docID=529975&ppg=25 - Salamon, L. M., & Anheier, H. K. (1998). Social origins of civil society: Explaining the nonprofit sector cross-nationally. <i>Voluntas</i>. 	Module Exit Ticket
3: Public Service Values, Ethics, and Equity 4-5 weeks	February 9	Public Service Ethics and Values	<ul style="list-style-type: none"> - American Society of Public Administration (ASPA) Code of Ethics and Practices Guide - Hijal-Moghrabi, I., & Sabharwal, M. (2018). Ethics in American Public Administration: A Response to a Changing Reality. <i>Public Integrity</i>, 1–19. OAKS. 	Reading Quiz
	February 14	The Four E’s	<ul style="list-style-type: none"> - Norman-Major (2011) “Balancing the 4 Es: Can We Achieve Equity for Social Equity in Public Administration?” <i>Journal of Public Affairs Education</i>. 17(2): 233-252. - Guy and McCandless (2012). “Social Equity: Its Legacy, Its Promise”. <i>Public Administration Review</i>, 72: S5-S13. 	

POLI 210-1: Introduction to Public Administration Spring 2022

	February 16	Equity and the Public Good	<ul style="list-style-type: none"> - Norman-Major (2021) “How Many Es: What must public administrators consider in providing for the public good? <i>Journal of Public Affairs Education</i>. - Guy and McCandless (2012). “Social Equity: Its Legacy, Its Promise”. <i>Public Administration Review</i>, 72: S5-S13. - Valenzuela, M. (2017). King County’s journey in institutionalizing equity and social justice. <i>Public Administration Review</i>, 77(6). 818-821. 	Reading Quiz
	February 21	Diversity & Confronting Bias	<ul style="list-style-type: none"> - Watch Confronting Bias: Thriving Across Difference with Verna Myers, Inclusion Strategist and Cultural Innovator via CougarED (40m). Direct link to the LinkedIn Learning: https://www.linkedin.com/learning/confronting-bias-thriving-across-our-differences/introduction-by-arianna-huffington?u=78576122. *Log-in w CofC email. - Gay, Roxane. “Peculiar Benefits.” <i>Bad Feminist</i> 	Take Implicit Bias Assessment: https://implicit.harvard.edu/implicit/selectatest.html
	February 23	No Class – Complete Midterm in OAKS by 3:15pm.		Midterm Due @ 3:15pm
	February 28	Citizen Engagement & Emotional Labor	<ul style="list-style-type: none"> - Humphrey, Nicole M. (2021). "Racialized Emotional Labor: An Unseen Burden in Public Service." <i>Administration & Society</i>. - “Types of Engagement Model” https://organizingengagement.org/models/types-of-engagement-thick-thin-and-conventional/ - Nabatchi, T. (2010). Addressing the Citizenship and Democratic Deficits: The Potential of Deliberative Democracy for Public Administration. <i>The American Review of Public Administration</i>, 40(4), 376–399. 	Reading Quiz
	March 2	Co-Production & Serving <i>with</i> and <i>for</i> citizens	<ul style="list-style-type: none"> - Denhardt and Denhardt (2000). “The New Public Service: Serving Rather than Steering”. <i>Public Administration Review</i>. 60(6): 549-559. - Bovaird, T. (2007). Beyond engagement and participation: User and community coproduction of public services. <i>Public Administration Review</i>, 67: 846-860. 	
March 6-12 No Class				Spring Break
3: Public Service Values, Ethics, and Equity <i>Continued</i>	March 14	Bureaucratic Discretion	<ul style="list-style-type: none"> - Maynard-Moody & Musheno. (2003). <i>Cops, teachers, counselors: Stories from the front lines of public service</i>. University of Michigan Press. Chapters 1-2. http://ebookcentral.proquest.com/lib/cofc/detail.action?docID=3414904. 	Reading Quiz
	March 16	Ethics in Public Organizations	<ul style="list-style-type: none"> - Adams & Balfour (2012). The Dynamics of Administrative Evil in Organizations. http://ebookcentral.proquest.com/lib/cofc/reader.action?docID=1977442&ppg=27 	Module Exit Ticket
4: Leading in the Public Sector – Practical Skills <i>4 weeks</i>	March 21	Group Work Day	No Class Meeting (Prof Trochmann at a Conference). <i>Use this time as a group project working session!</i>	
	March 23	Organizational Rules & Budgeting	<ul style="list-style-type: none"> - DeHart-Davis. (2017). <i>Creating Effective Rules in Public Sector Organizations</i>. Introduction (p. 1-20): http://ebookcentral.proquest.com/lib/cofc/reader.action?docID=4910881&ppg=14 - Willoughby. (2014). <i>Public Budgeting in Context: Structure, Law, Reform, and Results</i>. Chapter 1: Overview of Modern Public Budgeting (p. 1-24): http://ebookcentral.proquest.com/lib/cofc/reader.action?docID=1776334&ppg=25 	Reading Quiz
	March 28	Leading & Motivating	<ul style="list-style-type: none"> - Perry & Hondeghem. (2008). <i>Motivation in Management: The Call of Public Service</i>. Editors’ Introduction (p. 1-14): http://ebookcentral.proquest.com/lib/cofc/reader.action?docID=415555&ppg=14 	Reading Quiz

POLI 210-1: Introduction to Public Administration Spring 2022

			- Watch Daniel Pink “The Puzzle of Motivation” TedTalk: https://www.ted.com/talks/dan_pink_on_motivation?language=en	
	March 30	Group Presentations	None	Group Paper & Presentations
	April 4	HRM & Performance Management	- Pynes, J. (2014). <i>Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach</i> . Chapter 1: Introduction to HR Management in the Public and Nonprofit Sectors (p. 3-36): http://ebookcentral.proquest.com/lib/cofc/reader.action?docID=1272168&ppg=33 - Pynes, J. Chapter 10: Performance Management (p. 303-339): http://ebookcentral.proquest.com/lib/cofc/reader.action?docID=1272168&ppg=333	Reading Quiz
	April 6	Inter-governmental Relations	- OpenStax (2016). “Module 3: American Federalism” in <i>American Government</i> . Retrieved from: https://courses.lumenlearning.com/amgovernment/ - Ehrenhalt (2017). “ What Do States Have Against Cities, Anyway? ”. <i>Governing Magazine</i> .	
	April 11	Collaborations & Partnerships	- Mendel & Brudney. Partnerships the Nonprofit Way: What Matters, What Doesn’t. Introduction: http://ebookcentral.proquest.com/lib/cofc/reader.action?docID=5376653&ppg=16 . (p. 1-16).	Reading Quiz
	April 13	Benchmarking	- GovEx and What Works Cities (2017). “ Benchmarking ”. From Johns Hopkins University’s Center for Government Excellence	Module Exit Ticket
5: Current & Future Challenges of PA 2 weeks	April 18	Communication, Technology, & Big Data	- University of Minnesota Libraries (2016). “Chapter 1: Communication in the Information Age” in <i>American Government and Politics in the Information Age</i> . Retrieved from: https://doi.org/10.24926/8668.0101 - Eubanks, V. (2018). <i>Automating Inequality</i> . Chapters 1-2 in OAKS.	Reading Quiz
	April 20	Big Data, AI, and the Future of Tech in Public Service	- Ray, R. (2020) “ 5 Questions Policymakers Should Ask About Facial Recognition, Law Enforcement, and Algorithmic Bias ”. Brookings Institution. - Watch: Kate Crawford & Meredith Whittaker "This Moment in AI" https://www.youtube.com/watch?v=0sJyNy7lJb0	
	April 25	Public Service Post-2020	- Guy, M. E. (2020). “To Catch a Sparrow that has Flown.” <i>Journal of Public Administration Education</i> . in OAKS. - Cyndi Suarez. 4 Nov 2020. “Infrastructure for a new world.” In <i>Nonprofit Quarterly</i> : https://nonprofitquarterly.org/infrastructure-for-a-new-world/	Module Exit Ticket
April 27				Final Paper Due

*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.