

# POSC XXX: Introduction to Public Administration

## Department of Political Science

Instructor: Nick Jenkins

Fall 2020

Office Location: Sproul Hall 2228

Classroom: CHASS 1020

Office Hours: W: 4-5pm; TH: 1:30-3:30pm

Class Times: MW: 9 - 10:15am

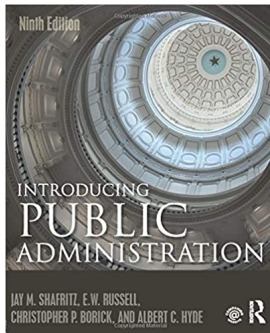
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### Course Description

What happens after the president signs a bill into law? How do we ensure that government agencies have our best interests in mind? In the class, we will explore how public policy is formed with a primary emphasis on what happens to policies after they become law. We'll explore how government agencies are organized and managed and how they interact with other branches of government.

### Required Materials



To avoid using a boring and expensive textbook, I read reviews of books on media and politics and paid attention to prices. I picked one that had high ratings and wasn't crazy expensive. Introducing: [Introducing Public Administration \(9th Edition\)](#)

In the course, we'll cover all but one chapter of the 9th edition of *Introducing Public Administration* so you're not paying for a bunch of chapters that we aren't going to use. You can rent the 9th edition on Amazon for around \$20 but know that **older editions are perfectly acceptable**. The [8th](#), [7th](#), 6th (if you can find it), and [5th Editions](#) will work just fine.

### Course Promises

In this course, I will make the following promises to you. By the end of the semester, you should be able to:

1. Describe the role public agencies in the functioning of our government.
2. Explain the organization of public agencies and how they interact with other branches of government to implement policy.
3. Evaluate the challenges and pressures that public administrators face.
4. Explain the process of planning, decision making, organizing, leading, and evaluating public programs.
- 5.

## Course Expectations

This course will only fulfill these promises if you promise the following in return:

1. **To attend class.** I have designed this class for the readings and lectures to complement one another. As a result, attending lecture will be an essential component for your to develop a mastery of the course material.
2. **To read the assigned materials.** Similar to the lectures, the readings will provide additional details on each topic that may not be covered in lecture. They will also give you an opportunity to practice applying your knowledge of American government to understand real world decisions that have been made.
3. **To be attentive and participate in class.** Participation does not only mean speaking aloud in class. Students should participate by actively following class discussions and engaging with lecture activities.
4. **To complete the required assignments in a timely fashion.** The assignments in this course are designed for you, and me, to measure your progress on meeting the course promises. Each assignment will give you practice at mastering these promises and I will give feedback to help guide you in your journey. Providing feedback is time consuming, however, so you will get the most useful feedback, and therefore the most use out of each assignment, only if you turn in your work on time.

## Assignments and Evaluation

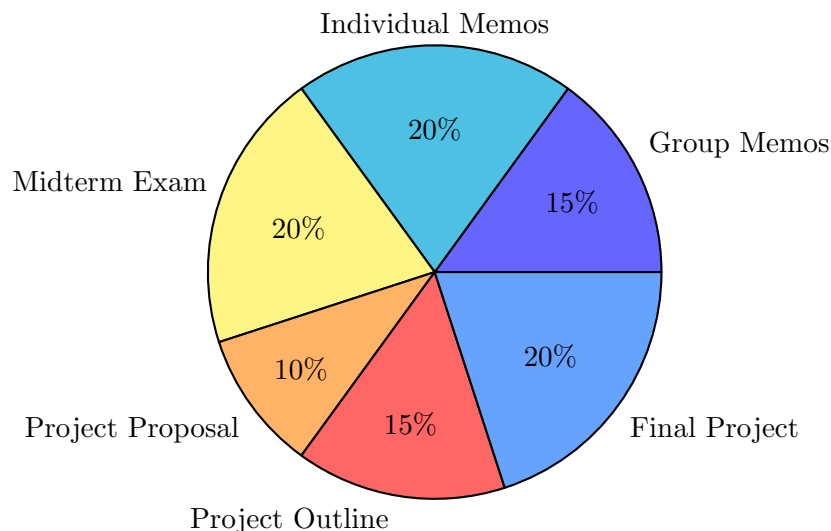
Because writing is an essential component of nearly all career paths (and learning to write well is hard!) we will have several short writing assignments in the course. These assignments are designed

to help you become a better writer, to get you to think more carefully about the strategies that political parties and interest groups use, to get you to think more carefully about how actors other than voters shape political decisions, and how to use evidence to support an argument. Below is a list of the writing assignments that we will complete in the course and their requirements.

1. **Group Internal Memos (2):** Throughout the course, you will be assigned to groups and given a case study to evaluate. The case will present you with the details of a public program administered by an agency and your group will need to write a memo (**no more than 2 double-spaced pages**) to your agency's staff advising them on the effectiveness of the program and what you would like them to improve in the future. Some cases, however, will ask you to write a memo suggesting a new program and will need to include why you think the new program is the right course of action.
2. **Internal Memos (2):** In addition to the group memos, you will also write to memos on your own. These will follow the same pattern as the group memos, but you will just complete them on your own. The goal of these assignments is to prepare you for the final project.
3. **Midterm Exam:** The midterm will be a series of short answer questions that ask you to apply your knowledge of agency organization and procedure to solve various questions. **Please bring a Blue Book to use for the exam. The midterm essay will be on November 2nd.**
4. **Program Research Project:** For the final project, you will select a government program or policy and write an evaluation report about it. You will need to discuss the goal of the policy/program, which agency runs it, how long it has been in place, how the program/policy originated, and how effective it has been so far. Following this discussion, you will need to offer concrete recommendations for how to improve the program/policy with respect to efficiency, efficacy, and cost. This needs to be written as a professional report in **a maximum of 5 pages double-spaced**. This assignment will be completed in stages and is designed to give you experience working with government procedures and programs/policies. This project will be completed in the following 3 stages:
  - Project Proposal: you will submit a project proposal that explains what program/policy you will investigate, which agency runs it, how long it has been running and how it originated in **about 250 words**. **This is due in-class on November 18th.**
  - Project Outline: In a **maximum of 2 double-spaced pages**, you will create an outline of your paper. This outline should contain more details on all the elements of your proposal with the addition of evidence of the program's effectiveness and what suggestions you think you will want to recommend and why. **Your project proposal will be submitted via iLearn on December 2nd.**

- Final Project: In a **maximum of 6 double-spaced pages** you will write a report on all of your work in a professional memo. If you have done the previous stages correctly, this will involve transforming your outline into a complete paper. **The final paper will be submitted via iLearn on December 16th.**

These assignments will constitute your grade in the course and the weight of each of assignment are as follows:



The letter grades will be assigned according to these percentages:

|    |         |    |        |    |        |    |        |   |       |
|----|---------|----|--------|----|--------|----|--------|---|-------|
| A+ | 97-100% | B+ | 87-89% | C+ | 77-79% | D+ | 67-69% | F | 0-59% |
| A  | 93-96%  | B  | 83-86% | C  | 73-76% | D  | 63-66% |   |       |
| A- | 90-92%  | B- | 80-82% | C- | 70-72% | D- | 60-62% |   |       |

## Classroom Decorum and Academic Discourse

For everyone to have the best possible learning experience, we will strive to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas. As part of learning, it is essential to discuss topics with individual who have different viewpoints than your own and the only way we can better understand one another is if we can carry on a collegial discussion of the topic. Remember, the goal is to become better critical thinkers. To do so we must learn to listen to others and articulate our views in respectful ways. As such, the following principles will guide our discussions:

- Treat every member of the class with respect, even if you disagree with their opinion;

- Bring light, not heat;
- Reasonable minds can differ on any number of perspectives, opinions, and conclusions;
- Because constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights, it is not just encouraged, it is expected;
- No ideas are immune from scrutiny and debate;
- You will not be graded on your opinions;
- Arguments and evidence should be judged *independently* of who offers such arguments and evidence.

Additionally, to build a classroom environment that maximizes everyone's ability to master the course material please be mindful to not distract your fellow learners with your phone, tablet, or computer. It's perfectly fine if you would like to use these devices to take notes during class, but don't use them to distract yourself or your peers! Similarly, if you come late (or must leave early) please to enter/depart the classroom in the least disruptive manner possible. This includes sitting near the door if you anticipate leaving early or taking a seat as near to the door as possible if you arrive late.

## Academic Honesty

I expect that all work you produce for this course will be your own. If you plagiarize any material from outside sources for your written work or presentation in this course, or on the final exam, **it will result in a failure of the entire course.** There are no exceptions to this, and no second chances. Please refer to the university's [Academic Integrity Polices & Procedures](#) if you have questions about these standards.

## Special Accommodations

If you need particular accommodations to help you succeed in mastering this course's material, please contact the [Student Disability Resource Center](#) on campus in Costo Hall 125 to get a personalized accommodation plan.

## Course Outline

This syllabus is a working document. I reserve the right to make changes to the assigned readings (additions or deletions) or to the order of topics we cover as I deem necessary. Announcements

regarding schedule changes will be made in class, in discussion sections, or on iLearn.

Also note that this schedule lists the topics of discussion for each class. To master the course material, you should finish each meeting's readings before we discuss them in class. This schedule also indicates which course promise(s) each class contributes to. They are listed as **CP** followed by the specific promise's number (listed above).

**Tentative Schedule:**

| MONDAY   | WEDNESDAY  |
|--|--|
| <div style="border: 1px solid black; display: inline-block; padding: 2px;">Aug 31st</div> <div style="text-align: right; margin-right: 20px;"><b>1</b></div> <p><b>CP 1</b><br/>Course Introduction; What are the different government agencies?</p> | <div style="border: 1px solid black; display: inline-block; padding: 2px;">Sep 2nd</div> <div style="text-align: right; margin-right: 20px;"><b>2</b></div> <p><b>CP 1, 2, &amp; 3</b><br/>Introducing Public Administration Ch. 1: What is public administration?</p> |
| <p>7th</p> <p><b>Labor Day - No Class :(</b></p>   | <div style="text-align: right; margin-right: 20px;"><b>3</b></div> <p><b>CP 1, 2, &amp; 3</b><br/>Introducing Public Administration Ch. 1: What is public administration continued. How has it changed over time?</p>  |
| <p>14th</p> <div style="text-align: right; margin-right: 20px;"><b>4</b></div> <p><b>CP 1 &amp; 3</b><br/>Introducing Public Administration Ch. 2: What is public policy and how is it made?</p>   | <p>16th</p> <div style="text-align: right; margin-right: 20px;"><b>5</b></div> <p><b>CP 4</b><br/>Introducing Public Administration Ch. 2: The cultural environment of public organizations.</p>   |
| <p>21st</p> <div style="text-align: right; margin-right: 20px;"><b>6</b></div> <p><b>CP 4</b><br/>Introducing Public Administration Ch. 3: Public administration at the federal, state, and local levels.</p>  | <p>23rd</p> <div style="text-align: right; margin-right: 20px;"><b>7</b></div> <p><b>CP 4</b><br/>Introducing Public Administration Ch. 3: Making public agencies more efficient and effective.</p>  |
| <p>28th</p> <div style="text-align: right; margin-right: 20px;"><b>8</b></div> <p><b>CP 1, 2, &amp; 3</b><br/>Introducing Public Administration Ch. 4: How do public agencies work?</p>  | <p>30th</p> <div style="text-align: right; margin-right: 20px;"><b>9</b></div> <p><b>CP 1 &amp; 2</b><br/><b>Group Memo 1</b><br/>Introducing Public Administration Ch. 4: How do agencies at different levels of government interact?</p>                             |

| MONDAY  |    | WEDNESDAY  |    |
|---|----|--|----|
| Oct 5th   | 10 | 7th  | 11 |
| <b>CP 1 &amp; 2</b><br>Introducing Public Administration Ch. 5:<br>Acting ethically in government agencies.                           |    | <b>CP 1, 2, &amp; 3</b><br>Introducing Public Administration Ch. 5:<br>How are agencies held accountable?  |    |
| 12th  | 12 | 14th   | 13 |
| <b>CP 2</b><br><b>Group Memo 2</b><br>Introducing Public Administration Ch. 6:<br>The management and organization of public agencies. |    | <b>CP 2</b><br>Introducing Public Administration Ch. 6:<br>What is bureaucracy? Organizational theory.   |    |
| 19th  | 14 | 21st   | 15 |
| <b>CP 1 &amp; 3</b><br>Introducing Public Administration Ch. 7:<br>How does organization and management affect individual behavior?   |    | <b>CP 1, 3, &amp; 5</b><br><b>Individual Memo 1</b><br>Introducing Public Administration Ch. 7:<br>How does organization and management affect individual motivation?  |    |
| 26th  | 16 | 28th   | 17 |
| <b>CP 1, 2, &amp; 3</b><br>Introducing Public Administration Ch. 8:<br>How can we promote productivity in agencies?                   |    | <b>CP 1, 2, &amp; 3</b><br>Introducing Public Administration Ch. 8:<br>How has technology changed the way that agencies operate?<br><i>Last day of midterm content</i> |    |
| Nov 2nd   | 18 | 4th  | 19 |
| <b>Midterm Essay (CP 1, 2, 3, &amp; 4)</b>  |    | <b>CP 1 &amp; 3</b><br>Introducing Public Administration Ch. 9:<br>Strategic management.   |    |
| 9th   | 20 | 11th   | 21 |
| <b>CP 1 &amp; 2</b><br>Introducing Public Administration Ch. 9:<br>Government regulation.   |    | <b>CP 1 &amp; 2</b><br><b>Individual Memo 2</b><br>Introducing Public Administration Ch. 10:<br>Effective leadership strategies.                                       |    |

| MONDAY   | WEDNESDAY   |
|--|---|
| 16th <b>22</b><br><b>CP 1 &amp; 2</b><br>Introducing Public Administration Ch. 11:<br>Are jobs given because of the spoils of election<br>victory or because of merit? | 18th <b>23</b><br><b>Project Proposal Due</b><br><b>CP 1 &amp; 5</b><br>Introducing Public Administration Ch. 11:<br>Types of agency employees.   |
| 23rd<br><b>Thanksgiving! - No Class :(</b>   | 25th<br><b>Thanksgiving! - No Class :(</b>  |
| 30th <b>24</b><br><b>CP 1 &amp; 2</b><br>Introducing Public Administration Ch. 12:<br>Creating equitable agencies for employees.                                       | <u>Dec 2nd</u> <b>25</b><br><b>Project Outline Due</b><br><b>CP 1, 2, &amp; 5</b><br>Introducing Public Administration Ch. 12:<br>Creating equitable agencies for employees<br>continued. |
| 7th <b>26</b><br><b>CP 1</b><br>Introducing Public Administration Ch. 14:<br>What is an audit and why do we need them?   | 9th <b>27</b><br><b>CP 1</b><br>Introducing Public Administration Ch. 14:<br>How do we assess the effectiveness of<br>government programs?  |
| 14th <b>28</b>   | 16th <b>29</b><br><b>Final Project Due (CP 1, 2, 3, 4, &amp; 5)</b>   |