

**POLS 3300: Introduction to Public Administration**  
Political Science Department  
University of Utah

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Fall 2018 (8/20–12/14)  
Online  
Office hours by appointment

\*\*SYLLABUS VERSION 8/18/2018\*\*

## **COURSE DESCRIPTION**

This course is designed to help you become acquainted with the foundations, institutions, ethics, history, and practices of American public administration. At the end of this course, each student should have an understanding of how American public administration works and the confidence and skills needed to engage in educated and meaningful analysis and decision making as public administrators. Together we will raise questions about the American political and governing process, analyze the problems and issues facing government, and engage in discussions about assigned readings and current events.

## **OBJECTIVES**

1. Understand and explain the role the U.S. Constitution has on the American public administrative state, including public administrators.
2. Identify the different instrumental functions and components of public administration.
3. Recognize and explain the historical influences and traditions of American public administration that impact today's public administration in America.
4. Understand and explain administrative discretion, ethics and the role public servants have in serving citizens and making policy.
5. Understand the role of race and gender in public administration.
6. Understand and explain the future of public administration in America.

## **REQUIRED TEXT**

Morgan, D., Green, R., Shinn, C., & Robinson, K. (2013). *Foundations of Public Service* (2<sup>nd</sup> ed.). Armonk, NY: M.E. Sharp, Inc. ISBN: 978-0-7656-3459-7.

An eTextbook version also available on Amazon. Additional readings will be assigned and posted to Canvas.

## **COURSE FORMAT**

**IMPORTANT:** Familiarize yourself with Canvas as soon as possible!

As this is an online course, the Canvas site is our virtual classroom. Canvas can be accessed via [utah.instructure.com](http://utah.instructure.com) or through CIS. If you have any questions on how to use Canvas, please review the University's Student Orientation to Canvas: <https://utahtacc.zendesk.com/hc/en-us/articles/205654094>. You may also contact the University IT Help Desk at 801-581-4000. Please consult these sources **before** contacting me about technical difficulties.

This course is organized into weekly modules which will include video lectures, any additional readings or other materials, and assignments. The module materials will be visible before the module week starts, but materials may be changed at any point before the week's module begins.

Each module begins on the week's Monday morning (12:00 am) and closes the following Sunday at 11:59 pm. All assignments are due by the Sunday (at 11:59 pm) that closes the week and must be submitted through Canvas. Students should also be aware that Canvas uses [turnitin.com](http://turnitin.com) to check for plagiarism. For more information on plagiarism, see Academic Misconduct, below.

Students will also be assigned to groups of 10 for class discussions. You can find your group assignment under the Canvas "People" section; these groups will remain the same throughout the course.

## EXPECTATIONS

In a traditional course, you would spend 3 hours each week in a classroom and several additional hours completing readings and other assignments on your own time. An online class requires the same amount of time and effort, but requires you to exercise considerable discipline to complete the requirements on your own.

The demands of this course also require consistent and informative facilitation on my part and I will provide direction and guidance on the Canvas site. You are encouraged to reach out to me if you encounter roadblocks, have questions about a course element or requirement, or believe that you'd benefit from one-on-one communication with me. We can arrange to meet in person or over a video call, or you may email me. Although my cell number is provided, please reach out to me in writing (email, Canvas, text) before calling.

## GRADES

The grading for this course will be a combination of quizzes, discussion posts, papers, and exams (see Assignments, below). Please note that course grades are FINAL after all assignments are completed at the end of the semester. When a course grade falls between integers, a standard rounding procedure will be applied: any point totals that ends with a .0 to .49 will be rounded *down* to the nearest whole number, while any point total that ends in .50 to .99 will be rounded *up*. There will not be any extra credit opportunities. Please do not request an exception at the end of the semester.

Total Points	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<60	F

Assignments	Total Points
Quizzes (11 @ 2 points)	22
Group discussion (7 @ 3 points)	21
Papers (3 @ 3, 10, 15 points)	28
Midterm	14
Final	15
<b>Total</b>	<b>100</b>

## ASSIGNMENTS

Due dates on all assignments can be found on the Course Calendar, below. All assignments must be submitted through Canvas. No exceptions. Please do not email assignments to me.

**Weekly readings:** I expect students to be prepared each week, which means completing the assigned reading. I also advise taking notes on the reading and lectures so you are better prepared for your assignments, including quizzes and exams.

**Quizzes (22 points):** Twelve multiple choice and short answer quizzes will be available most weeks on Canvas (see the Course Calendar, below). These quizzes are designed to measure your understanding of that week's assigned readings, lectures, and discussion. While there will be no late quizzes, the lowest quiz will be dropped. In other words, only your 11 best quizzes will count toward your grade at 2 points each.

**Group discussions (21 points):** These discussions are to be completed within your assigned group. Occasionally I will step in to help facilitate discussion.

Grades will be determined as follows. One point is for the *frequency* of participation; you must post at least 3 times, on at least two different days (24 hours apart). One point is for *engaging in a dialogue* or exchange with group members; your posts shouldn't all be stand-alone comments. One point is for *constructive and critical content*; in other words, you must critically process information from the discussion and draw on course materials and real-world examples to further discussion. No late discussion posts will be allowed.

**Papers (27 points):** Students will complete three papers for this course, worth increasing points (3, 10, 15). Papers 2 and 3 are to be completed in three parts each. More details for each paper will be provided on Canvas.

Papers are to be submitted with a 12-point standard font, double-spaced, with 1-inch margins; references and citations must follow APA style. For help with APA style, visit the Purdue Online Writing Lab (OWL) at [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html).

**LATE POLICY for papers:** Late paper submissions may be subject to a 10% (of the total possible points) penalty each day. For example, if a paper is worth 10 points, 1 point will be deducted each day it is late. One week after the due date, papers will no longer be accepted and you will not receive any credit.

**Exams (29 points):** There will be one mid-term exam (14 points) and one final exam (15 points). The exams will take place through Canvas and will consist of multiple choice, fill-in-the-blank, short answer, and essay questions. Each exam will consist of approximately 20-30 questions. The exams are open book and open note, but you cannot collaborate on the exams. Details on each exam will be outlined and discussed in greater detail through Canvas as we draw closer to the exam dates.

**LATE POLICY for exams:** If extenuating circumstances arise and you are unable to complete an exam before the due date, it is your responsibility to discuss these issues with me, before the deadline if possible.

## COURSE CALENDAR

Note: This calendar is meant to serve as an outline and guide for the course. Please note that I may modify it at any time, with reasonable notice to students, to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact me for clarification.

WEEK	TOPIC	READ*	DUE SUN. @ 11:59 pm
<b>WEEK 1</b> 8/20–8/26	Introduction	Constitution	Quiz 1  Discussion 1
<b>WEEK 2</b> 8/27–9/2	Constitutional and political approaches to PA	Chapter 1  Green (2019)	Quiz 2  Paper 1
<b>WEEK 3</b> 9/3–9/9	Administrative discretion	Chapter 2 & 3  Lipsky preface (2010)	Quiz 3  Discussion 2

\* Readings (other than the textbook) can be found in the modules on Canvas. I may assign additional readings, so be sure to check the modules before each week begins.

<b>WEEK 4</b> 9/10–9/16	Democracy and administration	Chapter 4  Riccucci & Van Ryzin (2017)	Quiz 4  Paper 2 Part A
<b>WEEK 5</b> 9/17–9/23	The history of PA	Chapter 5  Stivers (1995)	Quiz 5  Discussion 3
<b>WEEK 6</b> 9/24–9/30	Ethics and responsibility; organization structure and behavior	Chapter 6 & 7  Morton & Lindquist (1997)	Quiz 6  Paper 2 Part B
<b>WEEK 7</b> 10/1–10/7			Midterm exam (chapters 1-7)
<b>WEEK 8</b> 10/8–10/14	FALL BREAK		
<b>WEEK 9</b> 10/15–10/21	Public personnel administration	Chapter 8  Ewoh (2013)	Quiz 7  Discussion 4
<b>WEEK 10</b> 10/22–10/28	Contemporary HR management	Chapter 9  Mastracci & Arreola (2016)	Quiz 8  Paper 2 Part C
<b>WEEK 11</b> 10/29–11/4	Public policy and analysis	Chapter 13  Schneider & Ingram (1993)	Quiz 9  Discussion 5
<b>WEEK 12</b> 11/5–11/11	Policy implementation and administrative law	Chapter 14  Harper, Patton, & Wooden (2009)	Quiz 10  Paper 3 Part A
<b>WEEK 13</b> 11/12–11/18	Revenue and financial management	Chapter 10	Quiz 11
<b>WEEK 14</b> 11/19–11/25	Budgets and resource allocation	Chapter 11	Quiz 12  Discussion 6
<b>WEEK 15</b> 11/26–12/2	Public service leadership	Chapter 12	Paper 3 Part B  Paper 3 Part C
<b>WEEK 16</b> 12/3–12/9	The future of American PA	Chapter 15	Discussion 7
<b>WEEK 17</b> 12/10–12/14			Final exam (chapters 8-15) due <b>FRIDAY DEC. 14</b>

## UNIVERSITY OF UTAH POLICIES, ACCOMMODATIONS, AND RESOURCES

I want you to succeed, both in my class and generally. If you are facing issues that may make it hard for you to complete assignments in this course, it is better to reach out to sooner rather than later, either by using the resources outlined below or contacting me directly.

**Academic Honesty.** All honesty and plagiarism policies established by the University of Utah will be upheld in this class. From the “Code of Students Rights and Responsibilities”: “Standards of Academic Conduct: In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one’s work, and/or inappropriately collaborating.” For further information about the University of Utah’s policies regarding academic misconduct, please refer to the online version of the Student Handbook and look for “Section V: Student Academic Conduct”: <https://regulations.utah.edu/academics/6-400.php>

**Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677(COPS).

**Americans with Disabilities Act (ADA) Statement.** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services <https://disability.utah.edu/>

**Wellness Statement.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - <https://wellness.utah.edu/> or 801-581-7776.

**LGBTQ Resources.** I strive for inclusivity and respect for all students in the classroom, including and not limited to LGBTQ individuals. Additionally, the U of Utah has an LGBT Resource Center located in the Olin Union Building, Room 409. Their website contains

more information about the support they offer, a list of events, and links to additional resources: <http://lgbt.utah.edu/>

**Veterans Resources.** The U of Utah has a Veterans Support Center located in the Olpin Union Building, Room 161. Their website contains information about what support they offer, a list of ongoing events, and links to outside resources: <http://veteranscenter.utah.edu/>.

**English Language & Writing Resources.** There several resources on campus that will support English language learners with language and writing development. These resources include the Writing Center <http://writingcenter.utah.edu/> and the English Language Institute <http://continue.utah.edu/eli/>