

**\* Notice: The contents of Syllabus are subject to change as necessary.**

**UST 515/600-501: Foundations of Public Administration**

Maxine Goodman Levin School of Urban Affairs  
Levin College of Public Affairs and Education  
Cleveland State University, Cleveland Ohio  
Fall 2023

Instructor: B.J. Fletcher, Ph.D.  
Visiting Assistant Professor  
School of Urban Affairs  
Office: UR 312  
Phone: 216.687.5262  
Email: [b.j.fletcher@csuohio.edu](mailto:b.j.fletcher@csuohio.edu)  
Pronouns: He/Him/His

**Class Hours and Classrooms:**

Monday – 7:00PM – 9:50PM; UR 0241.

**Office Hours:**

Tuesday & Thursday: 12pm – 4pm  
By Appointment: Please contact me in advance (at least 48 hours before) via email providing when you would like to set the meeting.

**Course Format:**

This course is offered as an in-person format. Course content will be delivered via the Blackboard course management system. The instructor will communicate with students outside of class using a variety of interactive tools including discussions, announcements, and email. A computer and access to the internet are required.

**Course Description:**

This is a graduate-level introductory course in American Public Administration viewed from the federal, state, and local levels. It is designed to give students a working knowledge of the multi-disciplinary approach to governance as embraced by the theories of public administration and through a social equity lens. It will review the history and development of the practice of public administration, delve into the theories that are integral to the discipline, and review practical approaches to the application of these theories. Students will explore fundamental concepts through the perspective of management (administration), politics, and law in order to understand the complexities of government in the 21<sup>st</sup> century. Particular attention will be placed on understanding the role of social equity, justice, and inclusion in all aspects of public administration. Theoretical concepts are paired with case studies to encourage learning through application. As this is an introductory course, it will provide the basis for further study in the discipline. This course, therefore, has no pre-requisites.

In class, full-class and small-group discussion, and Blackboard posts based on readings, writing assignments, and case studies will be the primary means of learning. Students are required to complete weekly reading to gain insights into American Public Administration. Active participation in the class discussions is a key component of this course and will enhance the students' learning and peer-to-peer interactions. Assignments and case studies are designed to enhance learning by doing, and writing assignments will help the students apply their knowledge to the topics covered in the course.

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**Prerequisites:** None.

**Required Textbook:**

Box, R. (2014). *Public Administration and Society: Critical Issues in American Governance*. 3<sup>rd</sup> edition. Routledge Publications. ISBN: 9780765635358

**\*\*A digital copy should be available on Blackboard via the BryteWave Course Materials (BCM) link under the files tab.\*\***

Box, R. (2018). *Essential History for Public Administration*, 1<sup>st</sup> edition. Melvin & Leigh, Publishers. ISBN: 9780999235911

**Course Objectives:**

At the end of this semester, students should:

- Identify, understand, and synthesize the historical ideas, schools of thought, key theories, and debates in the field of public administration.
- Appreciate the major intellectual traditions in public administration and possess a broad understanding of the theoretical approaches that have defined the field.
- Demonstrate the importance of social equity, justice, and inclusion in all aspects of public service and public administration.
- Challenge the way they currently think about government, bureaucracy, and public service.
- Utilize models and theories to study, research, and analyze public administration.
- Apply public administration theory to real-life situations.
- Present ideas and arguments effectively using relevant research orally, visually, and in writing.
- Engage in discourse about public administration from an informed standpoint using facts as opposed to opinion.
- Be prepared for additional public administration courses.

**Course Conduct:**

This is an in-person course, students are expected to be respectful to one another and the opinions of their peers. This course will cover some topics which people will feel passionate about; we will not all share the same views on these topics. We want to come from a place grounded in facts to guide our understanding of the topics, being able to critically evaluate facts and positions is an important component of higher education development, we are here as a learning community. When responding to a peer's position, it is acceptable to offer questions and varying points and counter arguments on a given topic, in so doing this helps us all better understand the nuances of the topics we will cover. It is not acceptable to attack a peer because of their position or understanding of a topic.

This course will consist in-class sessions as well as asynchronous readings, and activities via Blackboard.

We will hold in-class session every Monday from 6:00pm to 8:50pm EST. These sessions will include a brief lecture followed by discussions, which, will include both full-class conversations and small-group working groups.

In order to complete the course successfully, you will need a computer or smart device with access to the internet and Blackboard. If you have any questions about accessibility, or if these requirements are going to be problematic, please let me know. ***I do not want technology to be the reason why anyone is not able to complete the course.***

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The asynchronous readings, videos, and activities will be on Blackboard under a folder for each week. **A week is 12:01 am Tuesday through 11:59 pm on Monday.** All assignments for that week must be completed by **11:59pm Monday EST.**

### **Contact Rules:**

As a general rule I can be reached by email; I will do my best to respond to emails no later than 24 hours after they are sent. In extreme cases no later than 48 hours, in the event I am away for a conference, or it is over the weekend.

### **Grading Criteria:**

This is a seminar course where students are responsible for significant reading and classroom participation. For this course, there will be **400 total possible points.** Students are expected to complete all reading, written assignments, in-class individual and group assignments, and on-line activities. Students are expected to have all reading completed prior to the start of class on Monday.

In-class Discussion and Participation	100 points
On-line Discussion and Participation	80 points
Memos	60 points
Team Policy Analysis	60 points
Annotated Bibliography	25 points
Literature Review	75 points
<b>Total:</b>	<b>400 points</b>

Each week, there will be on-line class activities posted on Blackboard. These may be discussion board posts, short answer responses, or other activities. Unless stated otherwise, these activities are **due by 11:59pm on Monday.**

All memos and on-line class activities should be submitted via Blackboard. Keep your submission receipts in case of technical error. If you do not receive a submission receipt, the work was not submitted, and you should re-submit it or contact the Center for eLearning for technical assistance. Assignments are due by 11:59pm the day listed on the syllabus.

Final grades will be determined based upon the total points accumulated:

A: 94 – 100	B: 83 – 86.9	F: <70*
A-: 90 – 93.9	B-: 80 – 82.9	
B+: 87 – 89.9	C: 70 – 79.9	

\*A failing course grade also will be assigned to students who:

- Fail to receive grade points in three or more weekly discussion sessions without arranging for the absence with the professor in advance.
- Fail to complete either of the projects according to the syllabus schedule or receive a grade of F on any project.

CSU policy regarding grades of “I” and “X” dictates the following conditions:

“I” – An incomplete (“I”) grade may be given when the work in a course has been generally passing, but some specifically required task has not been completed through no fault of the student. An “I” grade can

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be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course,
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor, and
3. Student notified the instructor prior to the end of grading period.

“X” – The grade of “X” can be assigned by the instructor when an attending/participating student has stopped attending /participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An “X” automatically becomes an “F” if not resolved by the last day of instruction of the following semester. An “X” grade will be assigned by the University Registrar when no grade is submitted by an instructor.

Students may drop or withdraw from the class by the dates stipulated in the CSU Academic Calendar. Additional information on adding, dropping, withdrawal, and incomplete grades can be found on-line at: <http://www.csuohio.edu/enrollmentservices/registrar>

### **Course Assignments:**

**\*\*Assignments must be submitted in a Word format, do not submit PDF files\*\***

#### In-class discussion and participation (100 points)

Each week, students may be assigned a chapter or chapters from the text for reading or articles from outside the text (**which will be uploaded to Blackboard under the files tab in the course readings folder**). In-class sessions will include a brief lecture followed by discussions, which, will include both full-class conversations and small-group working groups, debates, polls, content creation, and case studies. Students will be graded on their active and substantive participation in these activities. Thus, the quality of students' participation matters more than the quantity. Solely attending the in-class sessions is not enough to receive full credit for participation. Students may miss two in-class sessions without explanation or penalty to their in-class participation grade.

Each week, excluding weeks in which a memo is due, students should read the assigned “case study”. The case study will be used to help highlight real-life examples of concepts in class. Students should be familiar with the information provided in the case study, to be able to fully participate in class discussion. Each case study will provide a set of questions, these questions will help guide the reading and discussion of the case. In addition, students should pay particular attention to aspects of social equity as they read, and think about the context of the case. There is no need to submit any written answers to these case studies, they are used for discussion in class (memos will be used as a written response to case studies).

There are no extra credit assignments. Student grades will be based on the credit you earn for each assignment. All written work must be submitted in APA style. Students must include citations for all sources, including page numbers with direct quotes. A useful source for APA formatting is [Purdue OWL](#). Grading will be based not only on content, but also spelling and grammar. You are in graduate school and the expectation is that you will submit first-class, error-free work each time an assignment is due. Grading rubrics will be posted on Blackboard.

#### On-line discussion and participation (80 points)

Each week, the instructor will post questions relating to the assigned readings in the discussion board section on Blackboard for the week's on-line discussion and participation. These questions are designed to help guide students reading of the text. While all material covered in an assigned text chapter or

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chapters are important, the review questions will help students focus their time and readings. Students are required to read the assigned chapters, write answers to the questions in the week's discussion board, answers should be posted by **Monday at 11:59pm Eastern Standard Time [EST]**. The responses to the review questions do not have to be long (quality is more important than quantity, approximately 4-7 sentences per questions, built points are acceptable where appropriate), students should articulate responses succinctly, succinct writing is another vital skill to develop during one's academic career; it is important the responses to the review questions are succinct but also fully developed.

Following the posting of their answers, students will then be required to comment on at least two other student's answers by Sunday at 11:59pm EST of that week. Comments will be posted as a "reply" message on the Discussion Board. Students should pick two to three review questions to reply too and should be no less than three sentences minimum, addressing a key idea, providing a critique, or furthering the discussion with connections to topics from the assigned readings. Be sure to select "Save & Publish" when posting answers and comments on Blackboard. The instructor will periodically review and post comments on the class discussion, to provide additional points of view or clarification where needed.

Each weekly assignment, including the answers and comments, will be graded for completion, students will have to option to complete eight (8) of the twelve (12) total **totaling 80 points** for the semester. While the review questions and discussion will be graded for completion, this does not mean they should not be taken seriously, as a reminder these **will be graded on quality not quantity**, please take them seriously. Superficial and superfluous responses to the review questions and any corresponding replies will receive a lower grade based on the quality of the response. Any late or incomplete assignments and/or postings will be penalized accordingly.

#### Memos (60 points)

Students will complete six (6) memos throughout the semester. These memos will allow students to develop professional writing and communication skills by applying course material to case studies and real-life examples. Professional memos distill the most important information about a case, policy, decision, or problem. Memos should be analytical, answer all questions, and not contain superfluous information. Memos should display a critical analysis of the main issue of the case, not a summary of it. Do not write to fill pages but do write for effect. The due dates are in the syllabus and more information on the content and format of the memos are on Blackboard. Each memo will be worth 10 points, **totaling 60 points**.

**Memo 1: Inclusive Management: Planning "Green Grand Rapids".**

**Memo 2: Fostering Success? An Equity Initiative Goes Sideways.**

**Memo 3: Building a Dialogue around Race to Change Political Institutions, the City of Seattle Starts the Race and Social Justice Initiative.**

**Memo 4: Improving Services to Missouri's Children and Reforming the System.**

**Memo 5: Ethics Case: What's Really Going On?**

**Memo 6: Labeling Nanotech in Food.**

#### Team Policy Analysis (60 points)

Understanding, evaluating, and writing policy are important skills to develop as public and nonprofit administration. Students will work together in small teams to analyze a policy issue (in a case study) to provide an outline of the policy analysis. While it would take a full semester to fully understand the process of conducting a complete policy analysis, this assignment will serve as a means to give students a brief introduction to the process. As a class students' will work together on the same "policy problem" and each team will write their own outline and report back to the full class.

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### Annotated Bibliography (25 points)

The annotated bibliography will help students develop important graduate level research skills. The annotated bibliography will help students develop skills related to how to find, read, analyze and synthesize academic research. The annotated bibliography along with the literature review will give students that opportunity to explore an issue of interest in public administration relating to social equity. Students will complete eight (8) to ten (10) annotations in this assignment which will be used for the final literature review.

### Literature Review (75 points)

As with the annotated bibliography, the literature review will help students develop important graduate level research skills. The literature review will help students develop skills related to how to describe, summarize, evaluate, and clarify literature in a selected topic area or students' selected area of study. Students will write a literature review on a topic within a broad subject area drawn from course materials, with a particular focus on social equity. The assignment is designed to build skills of collection, interpretation, and application of complex information and materials needed by practitioners in the professional workplace and by students in graduate study. To learn something new and useful, students should choose a topic that is relatively unfamiliar to them. The literature review is intended to extend students' knowledge beyond course content, into basic, older materials and into cutting-edge scholarly materials. This is a complex assignment, to be successful, students will need to begin their research immediately, allowing plenty of time for gathering materials prior to writing – the annotated bibliography assignment will serve as a starting point for the literature review.

As a part of the literature review students will submit a brief outline of their proposed topic. The topic proposal should be a total of 2 pages in length. The format for the topic proposal can be found in the literature review instructions and grading rubric. The topic proposal will allow the instructor the opportunity to review topics and provide feedback to students to make sure they are able to be successful in completing the literature review. While the topic proposal will be graded on completion, **failure to submit the topic proposal by the due date will result in a 10-point deduction from the overall grade on the literature review.**

Lecture notes will be provided by the instructor for the assigned chapter(s) in the Course Materials section. The note will be a way to review the highlights of the chapter, outlining the key components from the assigned readings.

### **Course Evaluation:**

#### 1. Qualtrics Evaluation

A short Qualtrics evaluation will be administered mid-semester as a means to check-in with students to see how things are going.

#### 2. Student Course Evaluation

End of Semester Student Evaluations.

Current grades will be provided periodically throughout the semester or upon request. Only in cases of extreme hardship will an incomplete be given. Please see the Student Handbook for qualifying circumstances.

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### **Course Access and Content:**

This course will utilize CSU Blackboard. Use your current CSU username and password to access the course. Blackboard may be accessed at:

<https://www.csuohio.edu/center-for-elearning/academic-integrity-statement>

All course information, announcements, and content will be posted on this site. It is important that you access the site regularly for updates. Correspondence will be sent through your CSU email account, please be sure to check your email to stay up to date on any course announcements or personal correspondence. The following sections will be used the most frequently for this course:

Announcements: Important notices, reminders, and/or updates may be found here.

Syllabus: A copy of the syllabus for this course will be available here.

Course Materials: Chapter notes, and any additional course readings/material will be posted here.

Assignments: The weekly reading assignments and Journals will be available here.

Discussion Board: This link will take you to the discussion board for this course. All weekly reading assignments and related discussion should be posted in the designated forums.

Email: Emails can be sent from here to the instructor and/or other students in the course.

Additional Study Materials on Blackboard: Lecture PPTs: Lecture PPTs will be provided each week as PowerPoint slides. They are the summary of each week's readings and will be useful guidelines for students to learn key learning points and to prepare course requirements.

Other Supplement Study Materials: Supplemental readings, videos, or audio sources will be provided.

### **Class Policies:**

All assignments are due on the specified dates. Any late assignments will be penalized one letter grade per day. For example, an A paper will be deducted to an A- if submitted one day after the due date and so forth.

Please check Blackboard and your school email regularly as all correspondence will be sent to students via these sources. Please make sure that the email address listed for you through CSU is correct, active, and the email you prefer to use for this course. Unless otherwise noted, students are expected to submit individual assignments, and papers.

### **Plagiarism Statement:**

In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source.

Never let it appear that ideas and information gleaned from other sources are your own. The CSU Academic Integrity policy defines plagiarism as "stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, or the work of another person without full and clear acknowledgment." See full link



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below in the academic integrity section in university policies.

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

If you have a question about using or citing another writer's work, **DO NOT GUESS**. Check with your instructor or a consultant at the CSU Writing Center. Bring a printout of the original source and your paper to the consultation.

### **University Policies:**

**Academic Integrity:** Under no circumstances should a student copy, quote, misrepresent, or use the ideas or writing of another person without crediting the source. Plagiarism and/or academic dishonesty can result in a failing grade for the course and could result in the student being removed from the class and/or the university. Please see the CSU catalog for the university's rules regarding academic integrity.

<https://www.csuohio.edu/academic-integrity/academic-integrity>

<https://www.csuohio.edu/writing-center/plagiarism>

**CSU Writing Center:** Students needing assistance with writing assignments may utilize the Writing Center located in Tower 124. The Writing Center is free for CSU students, and their website provides several helpful resources for writing assignments:

<https://www.csuohio.edu/writing-center/writing-center>

**CSU Michael Schwartz Library:** The CSU Library provides an array of comprehensive resources for research, including access to academic journals, periodical publications, and the university-system card catalog, which may be useful when searching for references for the writing assignments:

<https://library.csuohio.edu/>

**Disabilities:** Accommodations are provided for students with disabilities. If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office. To request academic accommodations (for example, a note taker), students must also register with the Office of Disability Services it is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For more information, contact the Office of Disability Services in Rhodes Tower West 210 or 687.2015, or visit their website at <https://www.csuohio.edu/disability/disability>

**Lift Up Vikes! Food Pantry:** The Lift Up Vikes Food Pantry provides support to students, faculty, and staff at CSU who need access to dietary and personal hygiene resources. Requests for food packages can be submitted at

[https://docs.google.com/forms/d/e/1FAIpQLSePG9jKwnJy\\_I1p14efrydfEB639FmPXPm\\_kuK-bywU1\\_E\\_A/viewform](https://docs.google.com/forms/d/e/1FAIpQLSePG9jKwnJy_I1p14efrydfEB639FmPXPm_kuK-bywU1_E_A/viewform).

**Inclement Weather Procedure – no class activities:** If campus is closed for inclement weather, we will NOT have class at the regularly scheduled class time. Please check your email for further instructions.

### **Diversity Statement:**

There must be a clear respect for diversity maintained in the class. This includes respect for people related to gender, sexual orientation, religious identity, disability, age, socio-economic status, ethnicity, race, culture, and other differences. All of us have something to offer, and together, we can cultivate a classroom environment where individuals of varying opinions, experiences, and backgrounds are able to learn in a supportive and inclusive setting.



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The School of Urban Affairs believes that we all must work hard to communicate the fact that everybody belongs in public service regardless of race, color, religion, ability, gender, sexual orientation, indigeneity, immigration status or other identities that have historically been denied equal access to education and public service. Those who have traditionally been welcomed in race, gender, and class segregated universities have the greatest responsibility to our peers to make this belief real. We call on all students and faculty to create a space where everyone is valued for the unique experiences they bring to public service.

Brave Space: There will be difficult conversations about sensitive subjects around social equity, diversity, and inclusion in public administration, nonprofit administration, and public service settings in this course. These moments can be scary and upsetting and will require a certain amount of bravery. All students are expected to treat others with respect and civility. In addition, realize that everyone in this class might be in a position someday to recommend you professionally. Do all you can to earn and keep their positive opinions of you. When your feelings are hurt or you feel attacked, that moment is when the greatest amount of civility for others is expected. Students may not attempt to silence other students. Using slurs or profanity is never acceptable. Please email me immediately if you feel that anyone is in violation of this policy.

### **Name & Gender Pronouns:**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by your name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

### **COVID-19 Statement:**

The COVID-19 pandemic is still present and serious, especially with the Delta the new Omicron variants. While you are in class on campus, you are required to have a properly worn mask regardless of vaccination status, always cough or sneeze into your elbow or tissue, and adhere to other public safety protocols and directives for your specific classroom/lab/studio. Students who do not follow these health and safety requirements will be instructed to leave class immediately. If you violate this protocol, you will need to leave the classroom and MAY be marked absent. Repeated violations of these health-saving protocols may lead to sanctions under the Student Code of Conduct (3344-83-04 [E] and [Z]) up to and including suspension or expulsion. Students with medical conditions that prevent them from wearing a mask should register with the Office of Disability Services to explore reasonable accommodation options as soon as possible. To register with the office, please visit their webpage at: <https://www.csuohio.edu/disability/register>. The CSU community thanks you for your cooperation!

**Any additional readings, outside of the textbook for this course, will be made available on Blackboard under the files tab in the course readings folder.**

**\*Anything labeled “recommended readings” are not required; they are offered to provide more information of key concepts in Public Administration.**

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**Semester Schedule**  
(Subject to change as necessary)

Week	Topic, Readings, and Assignment
<i>Part 1 – Foundation of Public Administration</i>	
Week 1 Aug. 28	<u><b>Topic:</b> What Public Administration Entails.</u> Introductions and welcome to class.
Week 2 Sep. 04	<b>No Class – Labor Day (University Holiday).</b>
Week 3 Sep. 11	<u><b>Topic:</b> Organizational Theory and Management.</u> <b>Box (2014) – Chapter 1 Scope and Content of Public Administration.</b> <b>Box (2018) – Chapter 1 Introduction: The meaning of the Past for the Present.</b> Writing Literature Reviews Johnson, N. J., & Svara, J. H. (2015). Social Equity in American Society and Public Administration [from Justice for all Promoting Social Equity in Public Administration]. Discussion Board Questions – See Blackboard.
Week 4 Sep. 18	<u><b>Topic:</b> Politics and Public Administration.</u> <b>Box (2014) – Chapter 2 Time and Change: The Environment of Public Administration.</b> <b>Box (2018) – Chapter 2 Creating a Nation: The Founding Era.</b> Norman-Major, K. (2011). Balancing the Four Es; or Can We Achieve Equity for Social Equity in Public Administration?. <i>Journal of Public Affairs Education</i> , 17(2), 233-252. Discussion Board Questions – See Blackboard. Memo 1 – Due Monday, September 18 by 11:59pm EST.
Week 5 Sep. 25	<u><b>Topic:</b> Intergovernmental Relations.</u> <b>Box (2018) – Chapter 3 Beginnings of Modern America: The Progressive Era.</b> Svara, J. H., & Brunet, J. R. (2005). Social equity is a pillar of public administration. <i>Journal of Public Affairs Education</i> , 11(3), 253-258. Discussion Board Questions – See Blackboard. Memo 2 – Due Monday, September 25 by 11:59pm EST.
<i>Part 2 – Managing People and Administering Public Services</i>	
Week 6 Oct. 2	<u><b>Topic:</b> Ethics and Public Administration.</u> Alexander, J., & Stivers, C. (2010). An ethic of race for public administration. <i>Administrative Theory &amp; Praxis</i> , 32(4), 578-597. Unmasking Administrative Evil – Space Shuttles Challenger and Columbia Discussion Board Questions – See Blackboard. Literature Review Topic Proposal – Due Monday, October 2 by 11:59pm EST.
Week 7 Oct. 9	<u><b>Topic:</b> Managing Human Resources.</u> <b>Box (2014) – pages 40 – 80; 87 – 90.</b> Rice, M. F. (2004). Organizational culture, social equity, and diversity: Teaching public administration education in the postmodern era. <i>Journal of Public Affairs Education</i> , 10(2), 143-154. Discussion Board Questions – See Blackboard. Memo 3 – Due Monday, October 9 by 11:59pm EST.
Week 8 Oct. 16	<u><b>Topic:</b> Public-Sector Leadership.</u> Gooden, S. (2017). Social Equity and Evidence: Insights from Local Government. <i>Public Administration Review</i> , 77(6), 822-828. Discussion Board Questions – See Blackboard.
<i>Part 3 – Improving The Efficiency And Efficacy Of Public Organizations</i>	

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Week 9 Oct. 23	<p><u><b>Topic: Public Decision-Making.</b></u></p> <p>Stivers, C. (2007). “So poor and so black”: hurricane Katrina, public administration, and the issue of race. <i>Public administration review</i>, 67, 48-56.</p> <p>Discussion Board Questions – See Blackboard.</p> <p>Memo 4 - Due Monday, October 23 by 11:59pm EST.</p>
Week 10 Oct. 30	<p><u><b>Topic: Public Budgeting.</b></u></p> <p><b>Box (2018) Chapter – 4 Government and the Economy: The New Deal.</b></p> <p>Blessett, B., Dodge, J., Edmond, B., Goerdel, H. T., Gooden, S. T., Headley, A. M., ... &amp; Williams, B. N. (2019). Social equity in public administration: A call to action. <i>Perspectives on Public Management and Governance</i>, 2(4), 283-299.</p> <p>Discussion Board Questions – See Blackboard.</p> <p>Memo 5 – Due Monday, October 30 by 11:59pm EST.</p>
Week 11 Nov. 6	<p><u><b>Topic: Public Performance.</b></u></p> <p><b>Box (2014) Pages 155 – 166: Democracy, Public Administrators, and Public Policy.</b></p> <p><b>Box (2018) Chapter – 5 Confronting Injustice and Inequity: The Great Society.</b></p> <p>Berry-James, R. M., Blessett, B., Emas, R., McCandless, S., Nickels, A. E., Norman-Major, K., &amp; Vinzant, P. (2021). Stepping up to the plate: Making social equity a priority in public administration’s troubled times.</p> <p>Discussion Board Questions – See Blackboard.</p> <p>Memo 6 - Due Monday, November 6 by 11:59pm EST.</p>
Week 12 Nov.13	<p><u><b>Topic: Program and Policy Assessment.</b></u></p> <p>Guest Speaker – Dr. Beth Gillespie: Feminist Theories in Nonprofit and PA.</p> <p>Gillespie, E. M. (2021). Empowerment-focused philanthropy: Bridging feminist theories and organizational practices through US women’s funds. <i>Administrative Theory &amp; Praxis</i>, 1-23.</p> <p>Discussion Board Questions – See Blackboard.</p> <p>Annotated Bibliography – Due Monday, November 13 by 11:59pm EST.</p> <p>In Class Activity – Team Policy Analysis Part 1: The Future of Manned Spaceflight in the United States.</p>
Week 13 Nov. 20	<p><u><b>Topic: Existing Data, Big Data, and Analyzing Data.</b></u></p> <p>Berry-James, R. M., Gooden, S. T., &amp; Johnson III, R. G. (2020). Civil rights, social equity, and Census 2020. <i>Public Administration Review</i>, 80(6), 1100-1108.</p> <p>Discussion Board Questions – See Blackboard.</p> <p>In Class Activity – Team Policy Analysis Part 2: The Future of Manned Spaceflight in the United States.</p>
Week 14 Nov. 27	<p><u><b>Topic: The Future Of Public Administration.</b></u></p> <p>Guest Speaker – Dr. Ming Xie: International and Comparative Public Administration</p> <p><b>Box (2018) Chapter 6 – From Past to Present: The Current Era.</b></p> <p>Gooden, S., &amp; Portillo, S. (2011). Advancing social equity in the Minnowbrook tradition. <i>Journal of Public Administration Research and Theory</i>, 21(suppl_1), i61-i76.</p> <p>Discussion Board Questions – See Blackboard.</p> <p>In Class Activity – Team Policy Analysis Part 3: The Future of Manned Spaceflight in the United States. Outline of Policy Analysis Due Monday, November 27 by 11:59pm EST.</p>
Week 15 Dec. 4	<b>No Class – Work week for final draft of Literature Review.</b>
<i>Finials Week</i>	
Week 16 Dec. 11	Final Draft and Complete Literature Review Due Monday, December 11 by 11:59pm EST.