

Introduction To Public Administration
Fall 2021
40:834:200:90
Asynchronous
School of Public Affairs and Administration
Rutgers University-Newark

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Course Description

This course is designed to introduce students to the theory and practice of public administration. In this course, students will identify the fundamental constructs of public administration, review classical theories that justify public administration, and discuss the major topics of public administration that both scholars and public administrators are concentrating on. Through the analysis of the theoretical classics and empirical research of public administration in an interactive manner, students can find their own research interests in public administration and be motivated to address the important questions in the field.

This course covers the essential elements of public administration, including its relation with politics, public values, its relation with organizational theories, human resource management, public budgeting, performance and accountability, its relation with social equity, collaborative governance, and its relation with information & communication technology. Students will be expected to demonstrate their research identities and apply their acquired knowledge from this course to critically analyze extant research pieces on issues of public administration.

Course Objectives

After this course, students should be able to:

1. Identify and understand the core concepts of public administration.
2. Compare and contrast the classic theories on major topics of public administration.
3. Appreciate different functions of government.
4. Understand why public servants derive their authority from the people, and why, as stewards to the people, administrators are obliged to make sure that government is effectively, efficiently, and responsibly managed.
5. Learn how the inquiry of public administration has evolved over time.

Course Materials

Textbooks:

Textbook 1: Holzer, M., & Schwester, R.W. (2016). Public Administration: An Introduction. 2nd Edition. M.E. Shape.

Textbook 2 (highly recommended but not required): Kettl, D. F. (2016). Politics of the Administrative Process 7th Edition. CQ press.

Other materials:

Additional readings that are not from the textbooks will be made available on Canvas.

Assignments

*Assignment 1: weekly responses to the leading questions (13 * 5 = 65%)*

There will be three leading questions for each topic discussed every week. Students are asked to provide their original responses in terms of a short essay to one leading question as their own choices every week. In their essays, students should quote **at least three works** from either the required readings or the optional readings. The essay should be **no less than 400 words** in length. The weekly leading questions can be found in the “**Reading list**” section. Please check “**Written Work**” in the “**Policies**” section for details about the format of the essay. Students should submit their weekly responses to Canvas **by the Sunday** of that particular week. There should be **13 essays** for 13 topics and every response counts **5 points**. Late or missing submissions will not be considered (**0 point**).

Assignment 2: prospectus of the term paper (5%)

To reflect their understanding of public administration after learning from this course, students are asked individually to write a full-length paper by the end of this semester. The paper can be but not restrict to:

- * **A critical review of a group of articles discussed in this course.** Select several works from either required or optional readings and then summarize and critically evaluate them. Articles on the same topic are the recommended candidates of analysis because of their close linkage with each other.

- * **A case study of an agency** (e.g., the FBI, the Food and Drug Administration, or even some administrative agencies in other countries), **or episode** (e.g., government response to Hurricane Katrina; the challenges of implementing Obamacare) using the theories discussed in this course

- * **An elaborated response to the leading question.** Select a leading question from those in the “**Reading list**” section and organize a more comprehensive response to the selected leading question by applying both theories discussed in this course and public administration practices in real world.

Before drafting their final paper, students are asked to provide an outline of their term papers individually before writing their final drafts. The outline is about **one page, single-spaced** and should:

- * Describes the focus of the paper and its links to the literature of this course;
- * Provides a brief overview of the paper’s anticipated sections; the concluding section in all papers should be “Implications for a theory/practice of public administration/the specific topic in public administration as discussed in this course”
- * Indicates the sources of information that you will use.
- * Provides a list of references that you will use in your full paper.

In order to get timely feedback and start writing their full paper, student should submit their outlines **by the end of October**. Discussion of the topic by appointment is welcomed.

Assignment 3: term paper (30%)

The final paper is in **Times Roman 12-font, double-spaced, and approximately 8-10 pages in length** excluding references. **The final paper is due on Dec. 20th, 2021.**

Policies

Grading policy:

The course grade is determined by the following components:

Assignment 1	13 * 5 = 65%
Assignment 2	5%
Assignment 3	30%

Final scores will be rounded to the nearest integer. Final grades will be assigned according to the following scale:

Letter Grade	Definition	Points
A	Outstanding	90 - 100
B+	Excellent	85 - 89
B	Good	80 - 84
C+	Average	75 - 79
C	Satisfactory	70 - 74
D	Poor	60 - 69
F	Fail	0 - 59

Plagiarism and Academic Honesty:

When writing about, paraphrasing, or quoting the work of others, you must give proper attribution in the form of parenthetical citations and quotation marks around directly quoted phrases or sentences. Using work in this class that you have completed for another class is plagiarism. Ignorance is not an acceptable excuse for plagiarism. Plagiarism will not be tolerated.

Written Work:

Proper grammar, punctuation, and spelling are expected—as is a writing style befitting someone earning a doctoral degree. All writing assignments should be: typed, proofread, double-spaced, 12-point font, one-inch margins, and should follow an accepted, consistent, and complete citation scheme (e.g., APA or MLA format). Please turn in all assignments on time. The following websites provide basic guidelines regarding the APA citation style:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

For any further help with reading, writing or even research skills, students may reach out to the Rutgers, Newark Writing Center, which provides writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers University, Newark Campus. The Newark Writing Center is located in Conklin 126. Contact information may be found on their website:

<http://www.ncas.rutgers.edu/writingcenter>

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the [RU-N ODS website \(ods.newark.rutgers.edu\)](http://ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at

ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does **not** have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If students are not quite ready to make an appointment with a therapist but are interested in self-help, check out *Sanvello* for an easy, web-based approach to self-care and support. Visit <https://my.rutgers.edu/>, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

Course Schedule

#Week	Date	Topic	Assignment
1	Sept. 1- Sept. 5	What is Public Administration?	Discussion of leading question
2	Sept. 6- Sept. 12	Politics and Public Administration	Discussion of leading question
3	Sept. 13- Sept. 19	The “Public” in Public Administration	Discussion of leading question
4	Sept. 20- Sept. 26	Public, private, and nonprofit organization	Discussion of leading question
5	Sept. 27- Oct. 3	Organizational Theories and Management in Public Administration	Discussion of leading question
6	Oct. 4- Oct. 10	Organizational Behaviors in Public Administration	Discussion of leading question
7	Oct. 11- Oct. 17	Institutional Theories and Public Administration	Discussion of leading question
8	Oct. 18- Oct. 24	Human resource management in public organizations	Discussion of leading question
9	Oct. 25- Oct. 31	Public budgeting	<u>Discussion of leading question & Prospectus of the term paper (ideally)</u>
10	Nov. 1- Nov. 7	Performance and accountability	Discussion of leading question
11	Nov. 8- Nov. 14	Social equity and Public Administration	Discussion of leading question
12	Nov. 15- Nov. 21	Thanksgiving No Class	
13	Nov. 22- Nov. 28	Intergovernmental Relations and Collaborative Governance	Discussion of leading question
14	Nov. 29- Dec. 5	Public Administration and Information & Communication Technology	Discussion of leading question
15	Dec. 6- Dec. 12	Review & Wrap-up	
16	Dec. 13- Dec. 19	No class & Final paper due on Dec. 20	<u>Final Paper due</u>

Reading list

Week 1 What is Public Administration?

Leading questions:

1. What in your ideas are the three words that would most describe public administration? why?
2. What do you expect public administration to offer apart from what has been described in the reading materials?
3. Do you think the current government has achieved what is expected to offer in public administration as mentioned in the reading materials?

Required readings:

Chapter 1 in Textbook 1

Optional readings:

Chapter 3 in Textbook 2

Week 2 Politics and Public Administration

Leading questions:

1. What do you think is the relationship between politics and public administration?
2. Do you think Public Administration is an independent discipline? Why? If not, how can Public Administration develop into an independent discipline?
3. Do you agree with Frank Goodnow's argument that politics is separate from administration? Why?

Required readings:

Chapter 5 in Textbook 1

Optional readings:

Rosenbloom, David H. "Public administrative theory and the separation of powers." *Public Administration Review* (1983): 219-227.

Week 3 The "Public" in Public Administration

Leading questions:

1. How is the "public" achieved in public administration?
2. Do you agree with Boyne's distinction between public and private management?
3. Can the "public" described in the reading materials be only achieved by public administration? Why?

Required readings:

Boyne, George A. "Public and private management: what's the difference?" *Journal of management studies* 39.1 (2002): 97-122.

Andrews, Rhys, George A. Boyne, and Richard M. Walker. "Dimensions of publicness and organizational performance: A review of the evidence." *Journal of public administration research and theory* 21.suppl_3 (2011): i301-i319.

Optional readings:

Jørgensen, Torben Beck, and Barry Bozeman. "Public values: An inventory." *Administration & society* 39.3 (2007): 354-381.

Fukumoto, Eriko, and Barry Bozeman. "Public values theory: What is missing?" *The American Review of Public Administration* 49.6 (2019): 635-648.

Week 4 Public, Private, and Nonprofit Organization

Leading questions:

1. What are the major similarities and differences between public, private and nonprofit organization?
2. What can public organizations learn from private and nonprofit organizations?
3. How do you see the impact of reinventing government on public administration?

Required readings:

Pandey, Sanjay K., and Jasmine McGinnis Johnson. "Nonprofit management, public administration, and public policy: Separate, subset, or intersectional domains of inquiry?" *Public Performance & Management Review* 42.1 (2019): 1-10.

Chikoto, G. L., Sadiq, A. A., & Fordyce, E. (2013). Disaster mitigation and preparedness: Comparison of nonprofit, public, and private organizations. *Nonprofit and Voluntary Sector Quarterly*, 42(2), 391-410.

Osborne, David. "Reinventing government." *Public productivity & management Review* (1993): 349-356.

Optional readings:

Chapter 7 in Textbook 2

Week 5 Organizational Theories and Management in Public Administration

Leading questions:

1. Why bureaucracy is an ideal-type of public organizational structure?
2. Do you think bureaucracy and scientific management are the panacea for problems in public administration? Why?
3. Can the classical structuralist organization theories (e.g., Weberian bureaucratic theory, scientific management, and system theory) still explain the public administration today? How?

Required readings:

Chapter 2 in Textbook 1

Optional readings:

Bozeman, Barry. "A theory of government "red tape"." *Journal of public administration research and theory* 3.3 (1993): 273-304.

Week 6 Organizational Behaviors in Public Administration

Leading questions:

1. What drives public officials to make decisions and implement apart from bureaucratic structures and scientific management?
2. Which theoretical model of decision-making do you think best explains organizational behaviors in Public Administration?
3. Do you think ambiguity is always bad for organizational behavior in public administration? Why?

Required readings:

Chapter 4 in Textbook 1

Optional readings:

March, James G. "Bounded rationality, ambiguity, and the engineering of choice." *The bell journal of economics* (1978): 587-608.

Week 7 Institutional Theories and Public Administration

Leading questions:

1. How do external environments affect public organizations differently from factors internal to organizations?
2. Which one (or more) of the three new institutionalisms as Hall and Taylor described do you think best explains the issues in public administration? Why?
3. Which kind(s) of institutional isomorphism as DiMaggio and Powell described do you think best explain the current public organizational structures? Why?

Required readings:

- DiMaggio, Paul J., and Walter W. Powell. "The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields." *American sociological review* (1983): 147-160.
- Hall, Peter A., and Rosemary CR Taylor. "Political science and the three new institutionalisms." *Political studies* 44.5 (1996): 936-957.
- Frumkin, Peter, and Joseph Galaskiewicz. "Institutional isomorphism and public sector organizations." *Journal of public administration research and theory* 14.3 (2004): 283-307.

Optional readings:

- Garrow, Eve E., and Oscar Grusky. "Institutional logic and street-level discretion: The case of HIV test counseling." *Journal of Public Administration Research and Theory* 23.1 (2013): 103-131.
- Pache, Anne-Claire, and Filipe Santos. "Inside the hybrid organization: Selective coupling as a response to competing institutional logics." *Academy of management journal* 56.4 (2013): 972-1001.

Week 8 Human resource management in public organizations

Leading questions:

1. How do public employees differ from employees in other sectors?
2. What are the different roles of two different leaderships (political vs. administrative) in the civil service?
3. How to motivate public employees to contribute more to public organizational performance?

Required readings:

Chapter 3 in Textbook 1

Optional readings:

- Perry, James L. "Antecedents of public service motivation." *Journal of public administration research and theory* 7.2 (1997): 181-197.

Week 9 Public budgeting

Leading questions:

1. What are the major theories that explain public budgeting process?
2. Which function of public budgeting do you think is more important, steering the economy or making political choices?
3. what are the differences between federal and local budgeting processes?

Required readings:

Chapter 9 in Textbook 1

Optional readings:

Chapter 11 in Textbook 2

Week 10 Performance and accountability**Leading questions:**

1. Do you think performance management is necessary in the public sector? Why?
2. Do you agree with the statement that contracting can always benefit the performance of public programs? Why?
3. Do you agree with the statement that accountability is always achieved at the expense of performance in the public sector? Why?

Required readings:

Chapter 7 in Textbook 1

Optional readings:

Chapter 12 in Textbook 2

Week 11 Social equity and Public Administration**Leading questions:**

1. Why is social equity important to public administration?
2. How to achieve social equity via public administration?
3. What are the differences in impacts between representative bureaucracy and diversity management?

Required readings:

Frederickson, H. George. "Comparing the reinventing government movement with the new public administration." *Public administration review* (1996): 263-270.

Riccucci, Norma M., and Gregg G. Van Ryzin. "Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy." *Public Administration Review* 77.1 (2017): 21-30.

Choi, Sungjoo, and Hal G. Rainey. "Organizational fairness and diversity management in public organizations: Does fairness matter in managing diversity?" *Review of Public Personnel Administration* 34.4 (2014): 307-331.

Optional readings:

Ding, Fangda, Jiahuan Lu, and Norma M. Riccucci. "How Bureaucratic Representation Affects Public Organizational Performance: A Meta-Analysis." *Public Administration Review* (2021).

Week 12 Thanksgiving No Class**Week 13 Intergovernmental Relations and Collaborative Governance****Leading questions:**

1. What do you think are the keys to dealing with intergovernmental relations?
2. Do you think interagency collaboration is necessary in public administration? Why?
3. Do you agree with the statement that collaborative governance always benefits public administration? Why?

Required readings:

Chapter 6 in Textbook 1

Optional readings:

Ansell, Chris, and Alison Gash. "Collaborative governance in theory and practice." *Journal of public administration research and theory* 18.4 (2008): 543-571.

Emerson, Kirk, Tina Nabatchi, and Stephen Balogh. "An integrative framework for collaborative governance." *Journal of public administration research and theory* 22.1 (2012): 1-29.

Week 14 Public Administration and Information & Communication Technology**Leading questions:**

1. How can ICTs be used to contribute to public administration practice?
2. What are the risks of using ICTs in public administration practice?
3. How can the study of public administration benefit from ICTs?

Required readings:

Chapter 12 in Textbook 1, pp. 526-541

Mergel, Ines, R. Karl Rethemeyer, and Kimberley Isett. "Big data in public affairs." *Public Administration Review* 76.6 (2016): 928-937.

Lavertu, Stéphane. "We all need help: "Big data" and the mismeasure of public administration." *Public administration review* 76.6 (2016): 864-872.

Optional readings:

Mergel, Ines, and Stuart I. Bretschneider. "A three-stage adoption process for social media use in government." *Public administration review* 73.3 (2013): 390-400.

Campbell, D. A., Lambright, K. T., & Wells, C. J. (2014). Looking for friends, fans, and followers? Social media use in public and nonprofit human services. *Public Administration Review*, 74(5), 655-663.

Week 15 Review & Wrap-up**Week 16 No class & Final paper due**