

Course Information

The George Washington University | Trachtenberg School of Public Policy & Public Administration

Course: PPPA 6001 – Introduction to Public Administration & Public Service

Credit hours: 3

Semester: Fall 2020

Meeting day and time: Wednesdays, 6:10 – 8:00pm ET

Location: Blackboard; "Live Online Class" link

Instructor

Professor Erica Walls (formerly Broadus), PhD

ebroadus@gwu.edu

Office hours: Via WebEx on Wednesdays, 12-2pm ET or by appointment. Email a request to receive a link. You may need to download Webex to your device.

Course description

Welcome to PPPA 6001: Introduction to Public Administration & Public Service! This is the first MPA core course, which provides a foundation for the program, and connects to PPPA 6004 and Capstone as an integrating element throughout the MPA program.

In this course, we will cover the history, theory, and practice of public administration and public service from the perspectives of governmental agencies/offices, nonprofits, administrators, and citizens. You will work independently and in groups to analyze and produce well-reasoned responses to real-world problems that require critical thinking, problem solving, and teamwork. We will examine many relevant issues in public administration, including citizen engagement, representation, human resources, contracting, ethics, and more. You will lead and contribute to group discussions, analyze case studies, and evaluate current events; and sharpen your writing and presentation skills through instructor and peer assessments. Ultimately, students will demonstrate their semester-long learning by researching, analyzing, writing, and presenting about a critical issue in public administration/service.

Learning objectives

- Develop practical reasoning skills informed by history, diversity, theory, institutional contexts, and enduring debates in American public administration (PA)
- Assess the meaning of PA and public service as a professional field of study and practice
- Identify your preferences and work styles and situate yourself within the identity of a public administrator
- Understand and analyze major controversies and issues facing the field, the people who work in it, and the people we serve
- Participate in a supportive, diverse, and inclusive community of public administrators within the MPA program
- Think critically about theory and contemporary practice represented by multiple perspectives and use that thinking to make decisions and solve problems
- Write and present as a manager/leader, succinctly making and supporting arguments
- Work effectively in diverse teams

Required Readings

- Required textbook – *Essentials of Public Service: An Introduction to Contemporary Public Administration*, by Mary E. Guy and Todd L. Ely (2018).
- Required reading for incoming MPA students - Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*.
- Articles listed in the weekly schedule (below) are available on BB in the Weekly Readings folder, labeled by each week/topic.
- Additional resources, such as recent news clips, will be added to the BB Weekly Readings folder (for each week/topic) by the Sunday before each class.

Myers-Briggs Type Indicator

Students will conduct a Myers-Briggs Type Indicator (MBTI) to better understand their primary strengths and potential weaknesses as a public servant; and participate in a virtual, **mandatory workshop on Saturday, September 12, 10am-12:30pm ET**. Your results will be used in two ways: 1) Students will use their individual results to complete a short paper about self-awareness. 2) The instructor will place students in groups based on workstyle preferences and diversity as revealed through MBTI.

Technology

For this course, you will need a device with WIFI, a good WIFI connection, and access to our course on Blackboard. Additionally:

- Try several devices to see which works best. Blackboard Collaborate works across all operating systems.
- Make sure you are some place reasonably quiet, so we can hear each other.
- Wearing headphones helps prevent background noise on your end from bleeding into our session.
- Make sure you have strong-enough signal; public wi-fi may not be good enough.
- Be flexible when technological glitches happen (which is a given).
- Mute your mic when you are not speaking.
- Turn on your video so we can see each other.
- Seek tech help when necessary. Contact the Division of Information Technology <https://it.gwu.edu/studenttechnology-guide>, online.gwu.edu/student-support, and the help feature on Blackboard.

Expectations

- Complete the reading before each class. This will help to facilitate in-depth discussions during class time.
- Students should expect to spend about 113 hours on this course. This includes, on average, about two hours per week in synchronous, in-class sessions (about 30 hours total) as well as approximately 6 hours per week on average (about 83 hours total) on asynchronous activities, including but not limited to reading, group work, and assignment preparation.
- The instructor will use the BB gradebook so students are aware of their progress throughout the semester.
- Students and the instructor are not expected to agree on every issue, but should remain respectful and open to others' thoughts and ideas.

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- This course explores multiple dimensions of organizations, policies, society, and how diverse people work together toward common goals. Therefore, students and the instructor will make a conscious effort to be mindful of others' differences and refrain from comments and actions that may be offensive.

Course Policies

- Assignments that are uploaded to BB must be Word files so I can provide comments online.
- Late work will not be accepted without prior approval from the instructor. Please plan accordingly.
- Even though we're online, students should notify the instructor via email if they will be absent from live online classes, or if they must enter the session late or leave early. Attendance and on-time arrival will be part of your Participation grade.
- Please try to remain focused during our live online classes. That means putting away cell phones and other devices that may be distracting.

Schedule of Classes, Readings, and Deadlines. All deadlines are 11:59pm ET that day, unless otherwise specified.

Wed, Sept 2 – Welcome to PPPA 6001!

- Introductions
- Review syllabus

Wed, Sept 9 – Public Administration: History, purpose, and scope

- Reading
 - Guy and Ely, chapter 1: Running a Constitution
 - You should have read *The Color of Law* by Richard Rothstein before MPA orientation. Review the book again before this session.
 - On BB:
 - U.S. economic sectors hand-out
 - Additional resources
- Discussion Forum on BB
 - Instructor will, by the Mon (11:59pm) before class:
 - Post reading reflections and discussion questions to Discussion 1
 - Students – on the Tues (11:59pm) before class:
 - Reply to 2 of the discussion questions or students' comments
- Case study
 - Review before class and come ready to discuss: *The Aurora Theater Shooting*; Guy and Ely p. 4-5.

Sat, Sept 12, 10am – 12:30pm ET

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- Mandatory MBTI virtual workshop led by Julia Browne, Associate Program Director, GW Professional Competencies Initiative. Video link and additional information will be provided.

Wed, Sept 16 – Public Administrators

- Reading:
 - Guy and Ely, chapter 3: The Savvy Administrator
 - On BB:
 - Cárdenas, Sergio, and Edgar E. Ramirez de la Cruz. "Controlling administrative discretion promotes social equity? Evidence from a natural experiment." *Public Administration Review* 77.1 (2017): 80-89.
 - Additional resources
- Discussion Forum on BB
 - Instructor will, by the Mon (11:59pm) before class:
 - Post reading reflections and discussion questions to Discussion 2
 - Students – on the Tues (11:59pm) before class:
 - Reply to 2 of the discussion questions or students' comments
- Case study
 - Review before class and come ready to discuss: *Lack of Leadership at Healthcare.gov*; Guy and Ely p. 81-83.
- Instructor to assign groups and case study assignments.

Wed, Sept 23 – Representative Bureaucracy

- Reading on BB:
 - Kennedy, A. R., Bishu, S. G., & Heckler, N. (2020). "Feminism, masculinity, and active representation: A gender analysis of representative bureaucracy." *Administration & Society*, 52(1), 1101-1130.
 - Nicholson-Crotty, S., Nicholson-Crotty, J., & Fernandez, S. (2017). "Will More Black Cops Matter?" *Public Administration Review*, 77(2), 206-216
 - Additional resources
- Discussion Forum on BB
 - Instructor will, by the Mon (11:59pm) before class:
 - Post reading reflections and discussion questions to Discussion 3
 - Students – on the Tues (11:59pm) before class:
 - Reply to 2 of the discussion questions or students' comments
- **MBTI Reflection paper due. Upload to BB. See instructions below.**

Wed, Sept 30 – Citizen Engagement

- Reading
 - Guy and Ely, chapter 2: Citizen Engagement
 - On BB:
 - Sander TH, Putnam RD. STILL BOWLING ALONE? THE POST-9/11 SPLIT. *Journal of Democracy*. 2010;21(1):9-16.

- Additional resources
- Discussion Forum on BB
 - Each of this week's group members – by the Mon (11:59pm) before class:
 - Post your reading reflection and discussion question(s) to Discussion 4
 - Rest of the class – on the Tues (11:59pm) before class:
 - Reply to 2 of your classmates' discussion questions or comments
- Case study
 - Together, this week's group will analyze and complete the case study assignment:
Engaging the Public at the U.S. Department of Transportation; Guy and Ely p. 32-33
 - Group paper due by the Tues (11:59pm) before class.
 - Together, group will lead discussion about the case during class.
 - See "Case Study Instructions" within this syllabus for assignment details.
- Discuss final project; groups select topic by next week's class

Wed, Oct 7 – Organizations

- Reading
 - Guy and Ely, chapter 4: Organizing Principles
 - On BB:
 - Miller-Stevens, K., Taylor, J. A., & Morris, J. C. (2015). Are we really on the same page? An empirical examination of value congruence between public sector and nonprofit sector managers. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 26(6), 2424-2446.
 - Additional resources
- Discussion Forum on BB
 - Each of this week's group members – by the Mon (11:59pm) before class:
 - Post your reading reflection and discussion question(s) to Discussion 5
 - Rest of the class – on the Tues (11:59pm) before class:
 - Reply to 2 of your classmates' discussion questions or comments
- Case study
 - Together, this week's group will analyze and complete the case study assignment:
Reorganization: The Case of the U.S. Department of Homeland Security; Guy and Ely p. 98-99.
 - Group paper due by the Tues (11:59pm) before class.
 - Together, group will lead discussion about the case during class.
 - See "Case Study Instructions" within this syllabus for assignment details.
- **Deadline to select final project topic/question**

Wed, Oct 14 – Human Resources

- Reading
 - Guy and Ely, chapter 5: Human Resource Functions and Processes

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- On BB:
 - Ritz, Adrian, Gene A. Brewer, and Oliver Neumann. "Public service motivation: A systematic literature review and outlook." *Public Administration Review* 76.3 (2016): 414-426.
 - Additional resources
- Discussion Forum on BB
 - Each of this week's group members – by the Mon (11:59pm) before class:
 - Post your reading reflection and discussion question(s) to Discussion 6
 - Rest of the class – on the Tues (11:59pm) before class:
 - Reply to 2 of your classmates' discussion questions or comments
- Case study
 - Together, this week's group will analyze and complete the case study assignment: *Doing Double Duty*; Guy and Ely p. 128.
 - Group paper due by the Tues (11:59pm) before class.
 - Together, group will lead discussion about the case during class.
 - See "Case Study Instructions" within this syllabus for assignment details.

Wed, Oct 21 – Technology and Transparency

- Reading:
 - Guy and Ely, chapter 7: Digital Democracy
 - Guy and Ely, chapter 10: Transparency
 - On BB: Additional resources
- Discussion Forum on BB
 - Each of this week's group members – by the Mon (11:59pm) before class:
 - Post your reading reflection and discussion question(s) to Discussion 7
 - Rest of the class – on the Tues (11:59pm) before class:
 - Reply to 2 of your classmates' discussion questions or comments
- Case study
 - Together, this week's group will analyze and complete the case study assignment: *Transparency by Leak: The Case of Wikileaks*; Guy and Ely p. 330-331.
 - Group paper due by the Tues (11:59pm) before class.
 - Together, group will lead discussion about the case during class.
 - See "Case Study Instructions" within this syllabus for assignment details.

Wed, Oct 28 – Contracting

- Reading:
 - Guy and Ely, chapter 11: Contracting
 - On Blackboard:
 - McBeath, B., Carnochan, S., Stuart, M., & Austin, M. J. (2017). The managerial and relational dimensions of public-nonprofit human service contracting. *Journal of Strategic Contracting and Negotiation*, 3(2), 51-77.
 - Additional resources

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- Discussion Forum on BB
 - Each of this week's group members – by the Mon (11:59pm) before class:
 - Post your reading reflection and discussion question(s) to Discussion 8
 - Rest of the class – on the Tues (11:59pm) before class:
 - Reply to 2 of your classmates' discussion questions or comments
- Case study
 - Together, this week's group will analyze and complete the case study assignment:
You're Fired: Perceptions of Waste in Government Contracting; Guy and Ely p. 364-366.
 - Group paper due by the Tues (11:59pm) before class.
 - Together, group will lead discussion about the case during class.
 - See "Case Study Instructions" within this syllabus for assignment details.

Wed, Nov 4 – Law and Ethics

- Reading:
 - Guy and Ely, chapter 12: Legal Dimensions of Public Administration
 - Guy and Ely, chapter 13: Public Integrity
 - On BB: Additional resources
- Discussion Forum on BB
 - Each of this week's group members – by the Mon (11:59pm) before class:
 - Post your reading reflection and discussion question(s) to Discussion 9
 - Rest of the class – on the Tues (11:59pm) before class:
 - Reply to 2 of your classmates' discussion questions or comments
- Case study
 - Together, this week's group will analyze and complete the case study assignment: *A Tangled Web: Deinstitutionalization for People with Mental Health Conditions*; Guy and Ely p. 402.
 - Group paper due by the Tues (11:59pm) before class.
 - Together, group will lead discussion about the case during class.
 - See "Case Study Instructions" within this syllabus for assignment details.

Wed, Nov 11 – Performance

- Reading
 - Guy and Ely, chapter 14: Measuring and Managing for Performance
 - Guy and Ely, chapter 15: Public Services, Well Delivered
 - On BB: Additional resources
- Discussion Forum on BB
 - Each of this week's group members – by the Mon (11:59pm) before class:
 - Post your reading reflection and discussion question(s) to Discussion 10
 - Rest of the class – on the Tues (11:59pm) before class:
 - Reply to 2 of your classmates' discussion questions or comments
- Case study

- Together, this week’s group will analyze and complete the case study assignment: *High-stakes Performance Measurement in Public Schools*; Guy and Ely p. 454-455.
- Group paper due by the Tues (11:59pm) before class.
- Together, group will lead discussion about the case during class.
- See “Case Study Instructions” within this syllabus for assignment details.

OPTIONAL - Tues, Nov 17 – Practitioner Speaker Series

Wed, Nov 18 – Group presentations and assessments

- Half the groups will present their research and findings related to a critical issue in public administration/service.
- Other groups will assess and provide feedback to the presenting groups.

Wed, Nov 25 – Thanksgiving break. No class.

Wed, Dec 2 – Group presentations and assessments

- Half the groups will present their research and findings related to a critical issue in public administration/service.
- Other groups will assess and provide feedback to the presenting groups.

Due to the Sept 12 MBTI session, our last class meeting will be Wednesday, December 2.

Wed, Dec 9 – Group papers are due

Fri, Dec 11 – Group assessments are due

Assignments and Grades

	Description	Points (out of 1,000)	% of Grade
1.	Participation and MBTI reflection	100	10%
2.	Case study group papers and presentations	200	20%
3.	Online discussion leaders and replies	300	30%
4.	Group paper, presentation, and assessments	400	40%

1. Participation and MBTI reflection: 100 points possible (10% of grade)

- Participation includes in-class activities, adhering to the course policies and expectations, including (but not limited to) attending online classes, entering the sessions on time, and contributing your thoughts and opinions – *informed by course reading/learning or relevant experiences* – during class discussions. Students must be present to receive these points. 50 points possible.
- MBTI Reflection: Students will write a short paper about their primary strengths and potential weaknesses as a public servant based on their MBTI results, as follows:
 - Review your MBTI results.

- Share and discuss your results with a close friend or family member to get their feedback and insight regarding whether they think the results are an accurate reflection of you.
- Write a four-page paper (typed, double-spaced) that answers these questions:
 1. According to MBTI, what are your strengths? In what areas does it indicate you could improve?
 2. Do you agree or disagree with your MBTI results?
 3. To what degree did your close friend or family member agree or disagree with your type, based on their assessment of you?
 4. Based on your MBTI results and peer feedback, what do you see as your primary strengths and potential weaknesses as a public servant?
- Draw upon the exercises from the MBTI Saturday workshop, temperaments, type development theory, and feedback from those who know you well to answer the questions.
- Your discussion should demonstrate/confirm that you drew upon all of these sources to reflect on your type.
- Papers will be graded according to whether you address each component of the questions/assignments, examples, and breadth and depth of reflection.
- 50 points possible.

2. Case study group papers and presentations: 200 points possible (20% of grade)

- Students will work with their groups to complete one case study during the semester, per those listed above.
- After completing the assigned reading for your week, work with your group to:
 - Draw from the readings to answer the “Questions to Ponder” at the end of the case.
 - Identify who the case involves, such as public agencies, public administrators, citizens, etc. What is each stakeholder’s role in the case? How do their roles intersect?
 - State the major issues involved in the case. Why are these issues important to the field of public administration?
 - Consult at least 3 additional sources, such as articles, news reports, or government websites.
 - Summarize your main points, end with a conclusion, and cite your sources.
- Write a 4-5 page paper (typed, double-spaced) that includes the elements above.
 - 100 points possible (10% of grade)
- Present your research/analysis to the class via Powerpoint.
 - 100 points possible (10% of grade)

3. Discussion leaders and replies: 300 points possible (30% of grade)

- Discussion leaders: Each week, members of one group will serve as discussion leaders by doing the following:
 - Complete the week’s reading.

- Post a (10-12 sentences) reflection *from class reading* **AND** a related discussion question (or series of related questions) to BB by the Monday (11:59pm) before your assigned class. Doing so will provide multiple perspectives, and discussion questions, for the rest of the class to respond to.
- Include a current real-world example – such as a news article, media clip, research study, website info, etc. – that relates to that week’s topic. Doing so will bring the reading to life as we examine public administration issues we face today.
- 120 points possible (12% of grade)
- **Replies:** The rest of the class will reply to two of the discussion questions and/or other students’ replies on the Tuesday before each class.
 - Replies must be *informed by class reading*; 1-2 paragraphs in length. You may also include additional sources; be sure to cite them.
 - That week’s discussion leaders do not post replies to BB.
 - 20 points possible/week x 9 weeks = 180 points possible (18% of grade)

4. Group project: 400 points possible (40% of grade).

- Students will work with their assigned groups to write and present a response to a critical question in public administration/service. A project description will be provided and discussed in class. Grades will be based on individual AND team contributions, as follows:
 - Group presentation via Powerpoint slides
 - Due Nov 18 or Dec 2: 100 points possible
 - Assessment of other groups’ presentations
 - Due Nov 18 or Dec 2: 50 points possible
 - Group paper; upload to BB Project folder
 - Due Wed, Dec 9: 150 points possible
 - Team assessments; respond to Google form (will be emailed to you)
 - Due Fri, Dec 11:
 - a. 50 points for assessing your teammates
 - b. 50 points possible assigned by your teammates

Final course grades will be based on the following percentages:

94-100	A	87-89	B+	80-83	B-	74-76	C	60-63	D+	60-63	D-
90-93	A-	84-86	B	77-79	C+	70-73	C-	64-66	D	59 or less	F

University policies

Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials

and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services at disabilitysupport.gwu.edu if you have questions or need assistance in accessing electronic course materials.

Academic Integrity Code

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation.

More information is available from the Office of Academic Integrity at studentconduct.gwu.edu/academic-integrity. The University's "Guide of Academic Integrity in Online Learning Environments" is available at studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments. Contact information: rights@gwu.edu or 202-994-6757.

University policy on observance of religious holidays

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see "Religious Holidays" at provost.gwu.edu/policies-procedures-and-guidelines

Support for students outside the classroom

Virtual academic support

A full range of academic support is offered virtually in fall 2020. See coronavirus.gwu.edu/top-faqs for updates.

Tutoring and course review sessions are offered through Academic Commons in an online format. See academiccommons.gwu.edu/tutoring

Writing and research consultations are available online. See academiccommons.gwu.edu/writing-research-help

Coaching, offered through the Office of Student Success, is available in a virtual format. See studentsuccess.gwu.edu/academic-program-support

Academic Commons offers several short videos addressing different virtual learning strategies for the unique circumstances of the fall 2020 semester. See academiccommons.gwu.edu/study-skills. They also offer a variety of live virtual workshops to equip students with the tools they need to succeed in a virtual environment. See tinyurl.com/gw-virtual-learning

Writing Center

GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online. See gwu.mywconline.

Academic Commons

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at academiccommons.gwu.edu.

Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services to establish eligibility and to coordinate reasonable accommodations. disabilitysupport.gwu.edu

Counseling and Psychological Services 202-994-5300

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. healthcenter.gwu.edu/counseling-and-psychological-services

Safety and Security

In an emergency: call GWPD 202-994-6111 or 911

For situation-specific actions: review the Emergency Response Handbook at safety.gwu.edu/emergency-response-handbook

In an active violence situation: Get Out, Hide Out, or Take Out. See go.gwu.edu/shooterpret

Stay informed: safety.gwu.edu/stay-informed