PBAD 7631: Foundations of Public Administration

Spring 2025: Minimester 1 - Executive Track

Instructor:	Colt Jensen	**Meeting Time:**	Asynchronous
E-mail:	cjensen@georgiasouthern.edu	**Room:**	Online
Office:	Carroll 1071	**Office Hours:**	11am-2pm Tues./Thurs.

Course description: This master's level course focuses on the intellectual history of public administration, the evolution of the field as a scholarly discipline, and the assumptions and theories that frame and guide scholarship and practice. Readings and discussions will a) examine the nexus of context, theory, and practice; b) show how theories inform and shape our understanding of the field and guide inquiry; c) reveal how major debates in the field endure and evolve; and d) highlight research questions and methodologies central to the field of public administration.

This course is designed to provide you with an overview of the foundational theories and core concepts, an understanding of how public administration has evolved as a field, and insights into the current issues facing public administration scholars and practitioners.

Credit Hours: 3

Required Textbook 1: *Introducing Public Administration* - **Do not purchase**
   Authors: Shafritz, Russell, Borick, & Hyde **ISBN:** 9781138666344 **Edition:** 9th (2017)

Required Textbook 2: *Cases in Public Policy and Administration*
   Authors: Shafritz and Borick **ISBN:** 9780134895314 **Edition:** 1st (2016)

Office Hours: Drop-in office hours from 11 AM - 2 PM on Tuesdays and Thursdays. If those hours do not work for you, virtual Zoom appointments can also be scheduled via e-mail.

Course Instruction Learning Through Folio and Perusall: This course is online and asynchronous (i.e., no required in-person or Zoom meetings). As a result, all instruction materials, assignments, and resources will be distributed and submitted through our course's Folio or Perusall page - Perusall Student Enrollment Code: **JENSEN-TMGBX**.

Course Objectives:

At the completion of this course, students will be able to:

1. Distinguish between the major theories underlying the field of public administration
2. Effectively synthesize relevant information to address public problems
3. Apply foundational theories to evaluate and address challenges in public administration.
4. Identify and critically assess contemporary issues facing public administration practitioners and scholars.

Course & University Policies

Accessibility Statement: Students with disabilities who anticipate or experience barriers in this course may contact the Student Accessibility Resource Center (SARC) for assistance in determining and implementing reasonable accommodations. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for the Armstrong and Liberty campuses is located on the second floor of the Memorial College Center and the phone number is (912) 344-2572. For more information, please visit: https://www.georgiasouthern.edu/students/sarc/.

Academic Honesty: The Georgia Southern University Honor Code states: "I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others." Honesty is the essence of the intellectual life of the University. Students who copy the work of another on an assignment, paper, quiz, or examination are guilty of cheating. Misrepresenting another's work as your own, copying material from books, magazines, or other resources without acknowledging and identifying those sources is plagiarism. I expect all work in this course to be your own. Submitting the work of others (i.e., plagiarism) and submitting work done by generative AI (e.g., ChatGPT) is not allowed. I use a combination of Turnitin, GPTZero, and Grammerly's plagiarism checker to catch plagiarism and the use of generative AI. If these programs indicate a high likelihood of plagiarism or reliance on generative AI, we will have a conversation about the issue, and I reserve the right to give such coursework a zero. Instances of dishonest behavior will be reported to the Office of Student Conduct. If a student is found guilty of either cheating or plagiarizing or of assisting other students in cheating or plagiarizing on an assignment, the student may receive a grade of "F" for the course and be suspended or dismissed from the University.

Class participation: This course requires online discussion and participation. Submitting discussion questions and weekly study guides will earn you full credit for participation. Be respectful to other classmates and the instructor at all times. Professional courtesy and sensitivity are especially important with respect to individuals and topics that deal with differences in race, culture, religion, politics, sexual orientation, gender, and nationalities. Class rosters are provided

to me with each student's legal name. I want to address you by your preferred name and/or gender pronoun. Please inform me of this preference early in the semester so that I can make appropriate changes to my records and communications.

Well-being & Support Resources: Please do not hesitate to let me know if you have difficulty in this course for any reason. In addition, university services are available to support you.

- Student Wellness & Health Promotion: students.georgiasouthern.edu/swhp

- Writing Center: georgiasouthern.edu/cah/writing-center/

- Health Services: georgiaSouthern.edu/healthservices

- Counseling Center: georgiaSouthern.edu/counseling or you can access 24/7 crisis support at 912-478-5541 for Statesboro Campus students or at 912-344-2529 for the Armstrong & Liberty Campuses. Call or text 988 for nationwide mental health crisis support.

- Campus Food Pantry Resources: Food Insecurity Resources

- Regents Center for Learning Disorders: academics.georgiaSouthern.edu/rcld.

- Campus Wellbeing Resources: georgiasouthern.edu/students/swhp/campus-wellbeing/

- Office of Multicultural Affairs: georgiasouthern.edu/president/multicultural/

Additional information, including free digital well-being resources, can be accessed through the MyGS Mobile app or by visiting Be Well Eagles.

Late Submission & Makeup Policy: Each calendar day an assignment is late will result in a 10% deduction in your grade for that assignment. Late work must be emailed to me directly, not submitted through Folio. Deadlines may be extended for an excused absence (e.g., religious holiday, medical emergency, or illness). For an absence to be considered an excused documentation must be submitted through the Georgia Southern Dean of Students Faculty Absence Notification Form.

Important Deadlines:

1) Quizzes . . . . Biweekly
2) Study Guides . . . . Weekly
3) Foundations Course Project 1.26, 2.9, 2.23
4) Final Exam 3.5-8

Submissions for all assignments must be handed in electronically via Folio at 23:59 (at the latest) on the respective day.

Civility Expectations

The Department of Public and Nonprofit Studies believes the classroom is a place for civil discourse and engagement of different ideas that encourages learning and freedom of expression. Maintaining these rights requires classroom conditions that encourage the learning process and individuals' rights to feel physically, verbally, and emotionally safe. Responsibility, civility, and integrity mean that individuals show respect for others and avoid disruptive behaviors that inhibit others' ability to learn and teach. Civility is an expectation of public servants and is a critical component of good and democratic governance. Classroom actions considered uncivil or disruptive include but are not limited to:

- Physical threats, harassment, or speech considered threatening by classroom participants;

- Persistent interruption of others, such as speaking without being recognized or dominating class discussion;

- Refusal to comply with an instructor's response for appropriate behavior;

- Disrespectful actions or speech directed toward class members or instructor, such as personal insults or inflammatory remarks in oral or online discussion;

- Inability to listen to constructive criticism.

Students are expected to show courteousness, politeness, and civility in all of their actions. Instructors are responsible for communicating expectations for civility and maintaining a civil atmosphere (see Student Code of Conduct). If a student fails to comply with the instructor's request for civility, they will be asked to leave the classroom, or in an online course, alter their participation and/or engagement with the course. The instructor may also report the incident to the appropriate academic administrator(s) in writing. If a student is asked to leave the class or alter behavior on two or more occasions, the department will seek to have the student withdrawn from the course following university procedures.

Letter Grade Distribution:

>= 90.00-100	A	70.00 - 79.99	C
80.00 - 89.99	B	60.00 - 69.99	D
		<= 59.99	F

Grade Distribution:

Final Exam	30%
Study Guides	25%
Quizzes	20%
Foundations of PA Project	25%

DPNS Core Values

Serve – "Serve the Greater Good"
Serve each other, the University, your community, and profession to promote and advance the values of public service.

Respect – "Respect All"
By respecting the values held by others, we embrace our individual and collective differences. Create opportunities for inclusiveness. And, most importantly, seek to grow from our diversity as we lead change in the world.

Achieve – "Achieve Excellence"
Make a relentless commitment to achieve excellence through our individual and professional goals. Recognize opportunity and challenge yourself to develop your knowledge and skill set in all that you do.

Table 1: **NASPAA & Course Competency Alignment**

NASPAA Competency	Course Competency	Course Assessment
Lead and manage in public governance	• Apply foundational theories to evaluate and address challenges in public administration. • Identify and critically assess contemporary issues facing public administration practitioners and scholars.	Study Guides and Case Studies, Course Project, Quizzes
Analyze, synthesize, think critically, solve problems, and make decisions	• Distinguish between the major theories underlying the field of public administration • Effectively synthesize relevant information to address public problems	Study Guides and Case Studies, Course Project, Quizzes
Articulate and apply public service perspectives	• Apply ethics to public management functions	Course Project, Final Exam
Communicate and interact productively with a diverse and changing workforce and citizenry	• Communicate effectively in writing and speech • Identify clear strategies to manage and lead diverse public sector workforces • Apply foundational management and public administration theories to public management problems	Study Guides and Case Studies, Course Project, Final Exam

Course Schedule

I ask you to submit your quizzes (☻) and exams (❗) before the deadline and to study the required readings (📓) for each week carefully. Each class session is marked with this symbol (✍) which indicates the assignments that you will need to complete. Further details for each week and assignment are provided below.

> "In preparing for battle I have always found that plans are useless, but planning is indispensable." - Dwight D. Eisenhower

The course outline below represents my detailed plans for how I intend for this course to proceed. However, adaptations to this course schedule or syllabus may be necessary. I reserve the right to modify the syllabus and will post any updates immediately to FOLIO and will notify you in person in class and via email.

Week 1 - Introduction to Foundations of Public Administration (January 13-19)
We will use this week to get acquainted with Perusall, Folio, the syllabus, and the other resources necessary to succeed in this course.
(❗) **Quiz 1 - Syllabus Quiz**
✍ **All students:** Complete the activities listed in the **course introduction worksheet.**

Week 2 - The Importance of Theory and the Intellectual Heritage of Public Administration (January 21-26)
This week starts on Jan. 21 due to the MLK Jr. holiday on 1/20. We will use the assigned readings as a guide through this course – please review the assigned readings carefully!
📓 Required readings

 ☐ Shafritz, Jay M. (2017). *Introducing public administration.* Ninth edition. New York: Routledge. ISBN: 978-1-138-66633-7 **Ch. 1, 3, & 6**.

Suggested readings

 ∗ Lee, Mordecai (2019). *Historical Development of American Public Administration.* DOI: 10.1093/acrefore/9780190228637.013.1441.

✍ This week you will submit part one of your **Foundations of Public Administration course project**. Details for this project are available on Folio and any additional information will be provided via email.
✍**Study Guide 1**

Week 3 - The Uniqueness(?) of Public Management (January 27-February 2)
(❗) **Quiz 2-Foundations of Public Management**
📓 Required readings

* Rainey, Hal G. and Chun, Young Han (2009). "Public and Private Management Compared". In: *The Oxford Handbook of Public Management*. Ed. by Ferlie, Ewan, Lynn, Laurence E., and Pollitt, Christopher. 1st ed. Oxford University Press: 71–102. DOI: 10.1093/oxfordhb/9780199226443.003.0005 **Ch. 4**

* Boyne, George A. (2002). "Public and Private Management: What's the Difference?" *Journal of Management Studies* 39(1): 97–122. DOI: https://doi.org/10.1111/1467-6486.00284

* Stark, Andrew (Apr. 2010). "The Distinction between Public, Nonprofit, and For-Profit: Revisiting the "Core Legal" Approach". *Journal of Public Administration Research and Theory* 21(1): 3–26. ISSN: 1053-1858. DOI: 10.1093/jopart/muq008

* Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch. 3**

Additional Resources

☐ Radin - Blog: Should We Use Public or Private Sector Approaches for Policy and Management Change?

✎**Study Guide 2**

Week 4 - Analyzing the Environment of Public Organizations (February 3-9)

📖 Required readings

☐ Shafritz, Jay M. (2017). *Introducing public administration*. Ninth edition. New York: Routledge. ISBN: 978-1-138-66633-7 **Ch. 2.**

Suggested readings

* Lynn, Laurence E. (June 2007). "Public Management: A Concise History of the Field". In: *The Oxford Handbook of Public Management*. Ed. by Ferlie, Ewan, Lynn, Laurence E., and Pollitt, Christopher. Oxford University Press. ISBN: 9780199226443. DOI: 10.1093/oxfordhb/9780199226443.003.0003

* Lee, Mordecai (2019). *Historical Development of American Public Administration*. DOI: 10.1093/acrefore/9780190228637.013.1441

* Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch. 4**

✐ This week you will submit part two of your **Foundations of Public Administration course project**. Details for this project are available on Folio and any additional information will be provided via email.

✎**Study Guide 3**

Week 5 - Organizational Goals, Effectiveness, and Performance (February 10-16)

(!) **Quiz 3**

📕 Required readings

☐ Shafritz, Jay M. (2017). *Introducing public administration*. Ninth edition. New York: Routledge. ISBN: 978-1-138-66633-7 **Ch. 6,8-9.**

Suggested readings

∗ Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **ch. 6**.

Additional Resources

☐ U.S. Office of Personnel Management (OPM) - Performance Management Competencies: Setting Goals

☐ MIT Sloan Management Review: With Goals, FAST Beats SMART

☐ Performance.gov: What are APGs? Understanding Agency Priority Goals

✎ **Study Guide 4**

Week 6 - Understanding People in Public Organizations: Motivations, Values and Incentives (February 17-23)

📕 Required readings

☐ Shafritz, Jay M. (2017). *Introducing public administration*. Ninth edition. New York: Routledge. ISBN: 978-1-138-66633-7 **ch. 10.**

☐ Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley. **ch. 9-10**.

✎ This week you will submit part three of your **Foundations of Public Administration course project.** Details for this project are available on Folio and any additional information will be provided via email. ✎**Study Guide 5**

Week 7 - Organizational Structure, Culture, Design, and Public Administration Ethics (February 24-March 2)

(!) **Quiz 4**

📕 Required readings

☐ Shafritz, Jay M. (2017). *Introducing public administration*. Ninth edition. New York: Routledge. ISBN: 978-1-138-66633-7 **Chapter 5 & 7**

Suggested readings

* Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley. **ch. 8**.

Additional Resources

☐ The ICMA Code of Ethics with Guidelines

☐ SHRM Code of Ethics

☐ U.S. DOJ Ethics Handbook for On and Off-Duty Conduct

✎**Study Guide 6**

Week 8 - Final Exam (March 3-8)

(!) **Final Exam** - The final exam will be based on the materials covered in Study Guides 1-6.

Assessment criteria

Foundations Project 30%

As executive track students in order to earn your MPA degree, you must complete a professional portfolio. The MPA Professional Portfolio is a work product that will be prepared, presented, and evaluated by a committee of faculty members. To create this portfolio, students will collect academic and professional artifacts throughout their program tenure, which will be incorporated into a comprehensive portfolio. The portfolio is designed for students to demonstrate competencies gained in established academic and professional areas.

In this course, you will work on a semester-long project designed to demonstrate your mastery of Course Objectives 1 and 2 (listed on page 2 of this syllabus) which are both MPA program competencies. My goal is that, if executed thoughtfully and with attention to detail, this project can serve as an artifact for inclusion in your professional MPA portfolio.

This project simulates a real-world scenario where you serve as a public administration consultant tasked with addressing a critical organizational challenge faced by a local government agency. Your task is to:

1. Identify a Public Problem: Choose a significant organizational issue commonly encountered by local government agencies (e.g., budget shortfalls, employee retention, or public service delivery gaps).

2. Theoretical Analysis: Use at least two major public administration theories covered in the course to analyze the problem. Explain how these theories provide insights into the root causes of the issue and potential solutions.

3. Synthesis of Information: Gather and integrate relevant data, case studies, or scholarly literature to propose evidence-based solutions. Emphasize the application of theoretical knowledge to real-world scenarios.

4. Presentation of Findings: Create a professional report or presentation summarizing your analysis, proposed solutions, and stakeholder engagement strategy. This deliverable should demonstrate your ability to effectively synthesize information and apply theoretical knowledge to practical problems.

Deliverables: Complete assignment, deliverable, and due date details are available on our course Folio and Perusall pages.

Quizzes 20%

The required readings typically include at least one chapter of the textbook per week. When additional readings are assigned, they will be made available electronically in Folio, Perusall, or through the Georgia Southern library system (https://www.georgiasouthern.edu/library/). It is important that you stay current with these readings so that you can follow along and participate in discussions. I would strongly recommend you finish the readings before you complete any assignments. During the course of the semester, there will be biweekly quizzes based on previously assigned readings, so make sure that you are familiar with the key terms and questions central to each of the assigned readings. The weeks in which quizzes will take place are listed on the syllabus. Timed quizzes will be administered through Folio. You are expected to complete these quizzes individually. Cheating will result in a zero for the assignment and will be reported to the Dean of Students. Your lowest quiz grade will be dropped.

Study Guides 25%

Every week you will be responsible for completing a study guide based on assigned readings and/or an assigned case study. This study guide will cover key terms and central themes of your readings. These weekly study guides will be posted on Folio and distributed via email. The more thoroughly you complete your study guide, the more prepared you will be for the weekly quizzes and final exam. Your lowest study guide grade will be dropped. You may also be required to post and respond to comments through Perusall as a part of these weekly assignments.

Final Exam 25%

The exam, covering material from Study Guides 1-6, must be submitted by the due date indicated on the course calendar. You are expected to complete the exams individually. Cheating will result in a zero for the assignment and will be reported to the Dean of Students.