

Foundations of Public Sector Management and Leadership

PUBA 600

FALL 2022, EXPRESS I

Professor

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🗨 **Office hours:** By appointment

Class Information

📍 Riley Center, 206

🕒 5:30pm - 8:15pm T

Course Description

From the CofC catalog:

This course explores the evolution and current status of the public sector in the United States. Students will study the ethical, legal, political, and professional dimension of public service.

PUBA 600 is a graduate seminar that is the foundational course for the NASPAA accredited Master of Public Administration (MPA) Program. This course will introduce you to the tremendous variety of public service work, the diverse settings in which this work is done, and the central concerns and challenges associated with achieving the public good in a democratic system of government. We will explore the diversity of public sector roles, assess the accountability demands associated with public service, and examine the values and tensions that public servants must confront. The course also provides an overview of historic and contemporary public administration theory and its practical implications.

This course is discussion based. Therefore, you are expected to come to class having done the readings and ready to participate. You will be assigned several reflection papers to help prepare you for class discussion.

MPA Program Mission

Our mission is to prepare public service leaders. Upon graduation our students will have the ability to think critically and creatively about public issues, the dedication and capacity to serve a diverse community, and the skills to enter a professional position in a public organization. As a professional program the MPA provides the applied skills necessary for upward mobility in the public service sector.

To accomplish this mission, our program provides the following:

- A rigorous core curriculum that examines the theoretical underpinnings of public service and provides concentrated areas of study in arts management, environmental policy, nonprofit management, and urban and regional planning;
- An environment that nurtures a commitment to public service;
- Opportunities to support collaboration and the creation of partnerships among communities and public service organizations.

NASPAA Competencies and Course Learning Objectives

This course addresses the following MPA competencies, with a special emphasis on competencies 1 and 4 below. The bulleted learning objectives under each competency denote what this course is designed to allow you to achieve.

1. Lead and manage in public governance
 - Describe approaches to and the context of public sector leadership.
 - Demonstrate proficiency in executing administrative functions and motivating people.
 - Demonstrate how you value people and display desired leadership qualities.
2. Participate in and contribute to the public policy process
 - Explain various policy frameworks, the policy process, and democratic systems
 - Demonstrate an appreciation of how the past and present affects policy development and direction as well as the importance of including people affected by policy to participate in the process
3. Analyze, synthesize, think critically, solve problems and make decisions
 - Demonstrate a spirit of inquiry that values diverse perspectives, reflection, and transparency
4. Articulate and apply a public service perspective
 - Define the role of the public sector in creating public value
 - Demonstrate how the reconciliation of competing values, expectations, and goals can build public trust and strengthen relationships
 - Practice the values of fairness, justice, equity, responsiveness, empathy, and co-creation
5. Communicate and interact productively with a diverse and changing workforce and citizenry.
 - Recognize bias and the ways privilege and power have shaped public sector outcomes

These objectives will be achieved through critically reading the course readings; by writing several short discussion papers; by participating in in-class exercises; and by completing a public roles research paper.

Course Information

[OAKS](#) is the course management software we will use for this class. It will be used for this to provide the syllabus and class materials and grades for each assignment, which will be regularly posted. Check [OAKS](#) regularly.

Readings

All required readings will be made available on [OAKS](#). **You do not need to purchase any books for this course**, but you must have access to [OAKS](#).

Technology Policy

You are encouraged to bring a laptop or tablet to class; however, **during class lectures and discussions laptops, phones, and tablets should be put away**. Tablets are allowed if you are taking notes with an Apple Pencil, stylus, or similar device. *You should take notes by hand, with pen and paper. You learn better that way.* I recommend taking notes using the [Cornell Method](#). I will consider exceptions if you write a paragraph or two explaining why you need a laptop to take notes in class.

Attendance Policy

Attendance will be taken for each class session, and will be part of your course engagement grade.

Late Work Policy

Reflection papers are due at class time and *late papers will not be accepted*. The public sector roles report and the course reflection essay will be accepted late with a 10% grade reduction for each day they are late.

Course Requirements and Grading

Performance in this course will be evaluated on the basis of 5 reflection papers, a public sector roles report, a course reflection paper, in-class assignments, and class engagement. *Instructions for each assignment will be placed on OAKS*. Due dates are in the schedule below. Points will be distributed as follows:

Assignment	Possible Points
Public Sector Roles Report	150 points
Reflection Papers (5 at 20 points each)	100 points total
In-class Assignments	(5 at 10 points each) 50 points
Course Reflection Essay	25 points
Engagement	25 points
Total	350 points

There are 350 possible points for this course. Grades will be allocated based on your earned points and calculated as a percentage of 350: A = 90 to 100%; B+ = 87 to 89%; B = 80 to 86%; C+ = 77 to 79%; C = 70 to 76%; F = 69% and below

Assignments

Specific instructions for the following assignments are posted on [OAKS](#). All work must be turned in through the Assignment folder on OAKS, and unless otherwise noted is due at class time: Tuesday, 5:30 PM Eastern.

- *Public Sector Roles Report:* You will write a 10-12 page report of a public sector role. This assignment requires you to analyze a particular public service job. This gives you an opportunity to explore a career path of interest through research of your own (using both academic and professional sources) and by making use of course readings and materials as appropriate. **The public sector roles report is due Friday, October 7 by 11:59pm.**
- *Reflection Papers:* You will write 5 short, about 2 pages, reflection papers that summarize and integrate the readings. Prompts will be given for each paper in [OAKS](#). **When assigned, reflection papers are due at class time.**
- *In-class Assignments:* There will be several in-class assignments, both individual and group that will be given through-out the semester. **You need to be in-class to receive credit for the in-class assignment.**
- *Course Reflection Paper:* The course reflection paper will be a 1 to 2 page paper that will ask you guided questions so you can reflect on how well we met the course objectives. **The course reflection paper is due Friday, October 7 by 11:59pm.**
- *Course Engagement:* Students are expected to participate in the course by asking questions, providing thoughtful comments, and by making contributions to class discussion. **Class discussion should be better than it would have been had you not attended.** Note that the professor has final say over what does or does not count as adequate participation.

A Note on Feedback

Each of your reflection papers will be graded in a holistic fashion. I will examine and grade the document as a whole, I am therefore not likely to make specific comments on multiple aspects of each of your papers. Any feedback will be provided on [OAKS](#). For the reflection papers I will be looking to see that you adequately address each of the questions, and if you do you will likely get all or most of the points. Any major issues with the assignments or your writing in general (such as

grammar) that results in a significant loss of points (below 90%) will be addressed with feedback. Finally, I am happy to meet you with to discuss any individual paper or your writing as a whole.

Course Schedule

Subject to Change. All changes will be announced through email and on the [OAKS](#) course page.

All readings listed under *Readings* below are required. They are all available on [OAKS](#) as pdfs or as external links. Readings can be found under Readings for each module. I recommend doing the readings in the order listed below and on [OAKS](#).

Aug 23: Public Administration and Public Value

- *Readings (skim before class):*
 - Rosenbloom, David H. 1983. “Public Administrative Theory and the Separation of Powers.” *Public Administration Review* 43(3): 219–27.
 - Alford, John, and Janine O’Flynn. 2009. “Making Sense of Public Value: Concepts, Critiques and Emergent Meanings.” *International Journal of Public Administration* 32(3–4): 171–91.
 - Bryson, John M., Barbara C. Crosby, and Laura Bloomberg. 2014. “Public Value Governance: Moving Beyond Traditional Public Administration and the New Public Management.” *Public Administration Review* 74(4): 445–56.

Aug 30: Public Organizations, Public Management, and the Context of Public Administration

- *Readings:*
 - **Rainey:** “Understanding the Study of Organizations: A Historical Review.” Chapter 2 from Rainey, Hal G., Sergio Fernandez, and Deanna Malatesta. 2021. *Understanding and Managing Public Organizations*. Newark, NJ: John Wiley & Sons, Incorporated.
 - Meier, Kenneth J., and Laurence J. O’Toole. 2009. “The Proverbs of New Public Management: Lessons From an Evidence-Based Research Agenda.” *The American Review of Public Administration* 39(1): 4–22.
 - **Rosenbloom:** “The Constitutional Context of US Public Administration.” Chapter 2 from Rosenbloom, David H. 2018. *Administrative Law for Public Managers*. 2nd ed. New York, NY: Routledge.
- *Assignments:*
 - **Reflection paper 1**

Sept 6: Bureaucracy, Rulemaking, and Decision-Making

- *Readings:*
 - Kaufman, Herbert. 2001. “Major Players: Bureaucracies in American Government.” *Public Administration Review* 61(1): 18–42.
 - **Rosenbloom**: “Administrative Rulemaking.” Chapter 3 from Rosenbloom, David H. 2018. *Administrative Law for Public Managers*. 2nd ed. New York, NY: Routledge.
 - **Rainey**: “Formulating and Achieving Purpose: Power Decision Making, and Strategy.” Chapter 7 from Rainey, Hal G., Sergio Fernandez, and Deanna Malatesta. 2021. *Understanding and Managing Public Organizations*. Newark, NJ: John Wiley & Sons, Incorporated.
- *Assignments:*
 - **Reflection paper 2**

Sept 13: Motivation, Street-Level Bureaucracy, and Guerrilla Government

- *Readings:*
 - Christensen, Robert K., Laurie Paarlberg, and James L. Perry. 2017. “Public Service Motivation Research: Lessons for Practice.” *Public Administration Review* 77(4): 529–42.
 - **Lipsky**: “The Critical Role of Street Level Bureaucrats” and “Street Level Bureaucrats as Policy Makers.” Chapters 1 and 2 from Lipsky, Michael. 1980. *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. New York, NY: Russell Sage Foundation.
 - **O’Leary**: “Prelude” and “Guerrilla What?” Prelude and Chapter 1 from O’Leary, Rosemary. 2013. *The Ethics of Dissent: Managing Guerrilla Government*. 2nd ed. Washington, DC: CQ Press.
- *Assignments:*
 - **Reflection paper 3**

Sept 20: Administration, Representation, and Democracy

- *Readings:*
 - **Bertelli**: “Democracy from Public Administration.” Chapter 1 from Bertelli, Anthony Michael. 2021. *Democracy Administered: How Public Administration Shapes Representative Government*. Cambridge: Cambridge University Press.
 - Nabatchi, Tina. 2010. “Addressing the Citizenship and Democratic Deficits: The Potential of Deliberative Democracy for Public Administration.” *The American Review of Public Administration* 40(4): 376–99.
 - Kennedy, Brandy A. 2013. “Sorting Through: The Role of Representation in Bureaucracy.” *Journal of Public Administration Research and Theory* 23(4): 791–816.
- *Assignments:*
 - **Reflection paper 4 due**

Sept 27: Governance, Collaboration, and Polycentricity

- *Readings:*

- Frederickson, H. G. 2005. “Whatever Happened To Public Administration? Governance, Governance Everywhere.” In *The Oxford Handbook of Public Management*, eds. Ewan Ferlie, Laurence E. Lynn Jr., and Christopher Pollitt. Oxford Eng: Oxford University Press, 282–304.
- Osei-Kojo, Alex, Justice Nyigmah Bawole, and Emmanuel Kojo Sakyi. 2020. “The Opportunities and Constraints to Collaboration in Public Sector Management.” *Public Organization Review* 20(3): 495–510.
- Boettke, Peter J., Jayme S. Lemke, and Liya Palagashvili. 2016. “Re-Evaluating Community Policing in a Polycentric System.” *Journal of Institutional Economics* 12(2): 305–25.

- *Assignments:*

- **Reflection paper 5 due**

Oct 4: Social Equity and Publicness

- *Readings:*

- Guy, Mary E., and Sean A. McCandless. 2012. “Social Equity: Its Legacy, Its Promise.” *Public Administration Review* 72(s1): S5–13.
- Riccucci, Norma M. 2021. “Applying Critical Race Theory to Public Administration Scholarship.” *Perspectives on Public Management and Governance* 4(4): 324–38.
- Moulton, Stephanie. 2009. “Putting Together the Publicness Puzzle: A Framework for Realized Publicness.” *Public Administration Review* 69(5): 889–900.

Public sector roles report DUE Friday, October 7 by 11:59 PM
Course reflection paper DUE Friday, October 7 by 11:59 PM

Important Information

Academic Integrity Statement

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the [Student Handbook](#)

Students with Disabilities

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the [Center for Disability Services](#) located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least one week before any accommodation is needed.

Inclement Weather, Pandemic or Substantial Interruption of Instruction

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Mental and Physical Wellbeing

At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center ([professional counselors](#) or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit: <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food and Housing Resources

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the [Dean of Students](#) for support. Also, you can go to: <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

Center for Student Learning

I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the [CSL](#) or call (843) 953-5635.

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit: <http://csl.cofc.edu/labs/writing-lab/>.

Religious Accommodation for Students

It is the policy of the College to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Please see me immediately if you will need to miss class any time during this semester.