

PADM 7300
Foundation Seminar in Public Administration
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Spring 2008
Required for all new students, regardless of track

This is a fully online course. Each student *must* use his or her student account for this course; personal e-mail accounts *cannot* be used. Click on the WebCT Vista logo on our homepage to begin accessing your course (this went up in November, 2005).

E-MAIL PROTOCOL

Much, and in some cases all, of the contact between student and instructor in this course will be via e-mail; students should also be communicating with one another through this medium. All e-mail communication must:

1. be through the course e-mail system – your instructor will not normally respond to e-mail relating to the course if it comes from jsmith@yahoo.com,
2. be properly addressed – if I'm responding to Ms. Smith, I should begin my e-mail with "Ms. Smith," not just start responding; you should do the same,
3. follow proper "Netiquette" – proper language, tone, etc.,
4. all threaded discussions and other assignments must be in by 12 midnight on the date indicated in order to receive full credit,
5. e-mails to the instructor will normally be answered within two working days (weekends and holidays are not working days),
6. any attachment sent to the instructor **must** include the senders name – for example, if John Smith is sending me his first written assignment as an attachment, it should read: J_Smith_First_Written.doc,
7. instructor will notify the class if he is going to be out-of-touch for any reason – for example, during a professional conference.

TEXTS:

Balanoff, Howard R., ed. 2007. *Annual Editions: Public Policy and Administration*. 9th Edition. Dubuque, Iowa: McGraw-Hill Companies. ISBN 0-07-351626-0.

Bal.

Scott, Gregory M., and Stephen M. Garrison. 2006. *The Political Science Student Writer's Manual*. 5th ed. Upper Saddle River, New Jersey: Prentice-Hall. ISBN 0-130-40447-0

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Stillman, Richard II. 2004. *The American Bureaucracy: The Core of Modern Government*. 3rd ed. Belmont, California: Thompson/Wadsworth.
ISBN 0-534-61420-5.
St.

Additional readings/materials will be provided to students online at either the class site or as www.valdosta.edu/mpa/students.

NOTE: Students are encouraged to retain each text they purchase for the program. These texts should become part of your professional library. Students are particularly encouraged to retain the texts for this course and for PADM 7060, as these will be essential to success in the capstone course, PADM 7900.

NOTE: Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the VSU Access Office for Students with Disabilities. Also, please discuss this with the instructor (via e-mail) at the time of the first class. You may contact the office at www.valdosta.edu/ssp/ or at 229-245-2498 (voice) or 229-219 1348 (tty).

COURSE OBJECTIVES

This course provides an introductory survey of the field of public administration. It is designed to provide students with the information and skills needed to succeed in the Master of Public Administration (MPA) program at Valdosta State University as well as in their current or future roles as public managers. Upon successfully completing this course, each student should be able to:

1. describe the evolution of public administration in the United States,
2. define the role public administration plays in American society,
3. conduct and present professional research in public administration,
4. define her or his own role as a citizen and participant in the public management process.

SPECIAL FEATURES

1. At the end of the MPA Program all of you will need to turn in your Portfolio on CD in order to complete the capstone course. Among other items, that Portfolio will include a then current Goals Statement, a resume or curriculum vitae, and at least twelve artifacts with explanatory captions. The artifacts must include a blend of job or internship related items as well as items from the MPA Program. An example of the former might be a certificate that explains a promotion. An example of the latter might be an important paper written during an MPA course. The explanatory captions are critical, for they explain

the relevance of the artifact for your developmental process as a public manager.

In this course you are now taking (PADM 7300) you will need to begin the CD/Portfolio Process. You will put a Goals Statement and resume/curriculum vitae on it early in the course as an assignment. Undoubtedly, you will turn in different and more complete Goals Statement when you are exiting the program through the capstone course. At the end of this course (PADM 7300), you will write a policy position paper (10-12 pages) that will become the first artifact in your Portfolio/CD. Of course, you will also need to add a meaningful explanatory caption. The Portfolio Guidelines for all of this can be found on the MPA Homepage.

2. Many of you have had public sector management experience in a governmental or a not-for-profit organization. If you have had such experience, it will not be necessary for you to take on additional internship responsibilities in another public organization. However, you will need to take the internship course at the end, as part of the capstone package. One of your key projects in that course will be anchored in your public sector job experience. Other students in the MPA Program will not have had such job experience. This is highly likely to be true, for example, for students who have just received their BA and are going directly into graduate school (a smart move, by the way). For this second group of students, there will be a need this semester to link up with a public sector organization. The MPA Office and I can give you some help in making that connection, but it is best if you explore on your own or with the help of other MPA students, friends, family members, and any other categories of people you can envision. This semester there is really no need to put in formal internship hours, although it is fine if you do. However, you can let the organization know that you would like to be connected with them for the duration of your MPA degree program. Eventually, you will need to put in 300 hours of internship work for that organization. Obviously, it is best if you can spread these hours over at least two semesters. You can also offer to do research on a problem with which they are currently engaged. Your experiences with this organization will be the basis for one of your capstone projects, as you will of course also register for the internship component of the capstone. In this course (PADM 7300), both groups of students will also need to draw on their organizational experiences in writing the brief policy position paper at the end. This is the one that will go onto the CD/Portfolio.

GRADES

This course is graded on a satisfactory (S) / unsatisfactory (U) basis. **A student must receive a grade of “S” in this course in order to continue in the**

program. The course may be repeated one time. Grades will be based upon one short (2-3 pages) written assignment, four medium (3-5 pages) written assignments, one large (10-12 pages) written assignment, and threaded discussions (three questions provided by the instructor).

All of the assignments mentioned below, with the exception of the threaded discussions, will be submitted in Assignment/Drop Boxes in Vista. There will be an icon for each assignment.

Written Assignment # 1: 2-3 pages 10%

Goals Statement and Resume/Curriculum Vitae: Submit to the instructor in Web CT Vista, and simultaneously put on your brand new CD/Portfolio. Also, put this assignment in Thread # 1. In the first threaded discussion, students will react to the Goals Statements of at least three other students.

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Written Assignment # 2: 3-5 pages 10%

After reading pages 1-115 in the Balanoff book, write a paper that describes the three most important problems, in your opinion, that have the potential to paralyze the work of public organizations. Include a final paragraph in which you explain how one lesson learned in the reading of pages 1-76 in Scott/Garrison helped you in writing this paper.

Written Assignment # 3: 3-5 pages 10%

After reading pages 116-207 in Balanoff, write a paper that outlines and rank orders the three top priorities that can lead to improved public sector performance in the next five years. One priority must be from the finance/budgeting area, one from the related areas of technology and information systems, and one from the public policy/planning sector. In a final paragraph, explain how internet resources (cite one lesson from pages 88-105 in Scott/Garrison) can make managers more prepared to deal with the priority that you ranked first? Also, put this assignment in Thread # 2. In this second threaded discussion, students will evaluate the statements made about use of internet resources by three other students.

Written Assignment # 4: 3-5 pages 10%

After reading pages 208-234 in Balanoff and pages 1-76 in Stillman, describe one way in which the research process used in studying the American bureaucracy (Stillman) differs from the research process used in analyzing public bureaucracies in two other countries (Balanoff). As you discuss the research process in both settings, include the most important lesson about research that you learned by reading pages 77-87 in Scott/Garrison. Further, put this assignment in Thread # 3. In this third and final threaded discussion, describe what research difference emerged as most central from a reading of the final paragraph of the other papers.

Written Assignment # 5: 3-5 pages 10%

In pages 77-254 of Stillman, you will read how both factors external to bureaucratic organizations and the internal dynamics of the organizations themselves feed into the policy process. Do a propositional inventory in which you list and explain five external and five internal factors that are most central to the policy-making process in general. Incorporate one lesson learned about writing assignments and literature reviews from pages 106-119 in Scott/Garrison

Written Assignment # 6: 10-12 pages 40%

First, describe in one paragraph the public organization with which you have been involved, either through work experience or through contacts this semester which will lead to an internship experience.

After reading pages 255-348 in Stillman and pages 144-150 in Scott/Garrison, write a brief policy position paper about a decision that your organization has made in the past or needs to make at present or in the future. Utilize three steps in the policy analysis process (Scott/Garrison) in your discussion, and explain how a feedback loop of some sort (Stillman) has played or will play a role in the policy recommendation. Which of the three models does your study reinforce (Stillman's last chapter)?

Threaded Discussions	3 total	10%
Plagiarism Statements	3 total	0%

Total for all Assignments		100%
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The instructor will supplement the readings noted for the above assignments with occasional lecture notes and outlines of approaches to be taken in writing the papers. Each student will be required to submit his or her work electronically in either MS Word or Adobe pdf format. Students must demonstrate ability to work with Power Point and Excel in completing these assignments. Students who are unfamiliar with either or both of these programs may wish to get a guide or guides from either the *Dummies* or the *Cliff's Notes* series. Both provide clear, easy-to-understand directions on using these programs.

Each student should access and become familiar with the online assistance prepared for MPA students by staff at the Odom Library:

1. <http://books.valdosta.edu/dist/mpa.html>
2. <http://books.valdosta.edu/dist/mpajournals.html>

Threaded discussion grades will be determined as follows:

Respond to each question	C
Above, plus demonstrate analytic ability in answers	B
Above, plus interweave and interconnect comments on other students' submissions	A

Each student is required to read and to be familiar with the section on plagiarism in the Valdosta State University *Thesis and Dissertation Guide* (available online under the Graduate School). Plagiarism will result in a failing grade for the assignment, and in some cases, for the course. In extreme cases, plagiarism will result in dismissal from the program.

Course Outline

Week	Dates	Topics and Assignments (Due on Tuesdays)	Readings
1-2	Jan. 7-18	Goals Statement and Resume <i>Written Assignment # 1 (Jan. 18)</i>	-----
3	Jan. 21-25	Overview of Organizations The Writing Process <i>Threaded Discussion # 1 (Jan. 25)</i>	Bal. 1-75 SG. 1-46
4-5	Jan. 28- Feb. 8	Human Resources Adm. Formats/Sources <i>Written Assignment # 2 (Feb. 8)</i>	Bal. 76-115 SG 47-76
6	Feb. 11-15	Budgeting/Technology Library Sources <i>3 Plagiarism Statements Due (Feb. 15)</i>	Bal. 116-149 SG 88-99
7-8	Feb. 18-29	Policy/Planning Internet Resources <i>Written Assignment # 3 (Feb. 29)</i>	Bal. 150-207 SG 100-105
9	Mar. 3-7	International Adm. Conducting Research <i>Threaded Discussion # 2 (Mar. 7)</i>	Bal. 208-234 SG 77-87
10-11	Mar. 10-21	Growth of Amer. Bureaucr. <i>Written Assignment #4 (Mar. 21)</i>	St. 1-76
12	Mar. 24-28	External/Internal Pressures	St. 77-200

Threaded Discussion # 3 (Mar. 28)

13-14	Mar. 31- Apr.11	Administrative Outputs Types of Writing <i>Written Assignment # 5 (Apr. 11)</i>	St. 201-254 SG 106-119
15	Apr. 14-18	Feedback Loop in Bureaucracy 3 Models of Bureaucracy	St. 255-315 St. 316-348
16	Apr. 21-25	Writing Policy Analysis Papers <i>Written Assignment # 6 (Apr. 25)</i>	SG 144-150