

WEST TEXAS A&M UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE AND CRIMINAL JUSTICE

POSC 6350 Seminar in Public Administration
Web-Based
Fall 2022

Instructor: Dr. Ming Xie (*She | Her | Hers*)

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NOTE: I will respond to messages within 48 hours, excluding weekends, holidays, and breaks.

NOTE: Please be mindful when emailing me – do not email a WT student with the same last name and the same first name initial with me. It is not the student’s responsibility to notify you that you’ve emailed the wrong person.

Office Hours: Tuesdays and Thursdays: 9:00am-3:00pm or by appointment

Required Text:

Box, R. C. (2015). *Public administration and society*. Routledge. ISBN: 978-0-7656-3535-8
Additional Readings will be available on WTClass under the “Readings” tab/folder.

Course Description:

This course is organized around the notion that in order to understand and apply the skills of public administration and the systems within which administrators work, it is essential to understand the dynamics of public administration within the larger political, economic and social environment. The course is intended as a broad introduction to the study and practice of public administration. The course’s content covers the development and the environment of public administration (especially in the U.S.) and the role of the public service practitioner in a democratic society.

Course Objectives:

- Provide a theoretical foundation for understanding events affecting public administration.
- Make students aware of the nature and development of the field of public administration.
- Give students a conceptual framework within which to examine their role as public servants.

Course content is designed to provoke thought about these types of questions:

1. What ideas and events have shaped contemporary public administration?

2. What is the interaction between American society and the action options open to public service practitioners?
3. As practitioners, whom do we serve, and for what purposes?

The instructor's role in the course is to provide a conceptual framework and facilitate learning, not only to deliver factual material to passive learners. The instructor will highlight areas of importance, provide linkage to other areas of knowledge, and offer detailed assistance with scholarly writing and research.

Course Requirements:

- **Weekly Discussions (32%)**

A major portion of this course is the weekly discussion of the readings. This discussion is meant to ensure that you understand the reading material, and to allow you to probe others about their interpretations/takeaways from the readings. The advantage of a discussion board is that it allows you to think about questions and consult other references before responding. The goal is to create a true dialogue where we all help each other understand the material in more depth. It is less focused on right answers and more focused on developing a sophisticated understanding of the issues discussed in the readings. This may require you to go back and clarify your understanding of the concepts and theories we are using; this is healthy, as you will be learning the concepts better through application. So please do not hesitate to ask what may seem to be more elementary questions about the relevant concepts.

While the discussion board is asynchronous, it is important that the discussion be reasonably bounded by time. Generally one discussion question for each week will be posted by Friday before the new week starts. Each individual will need to respond to this question no later than 11:59pm CST on Friday of the new week. Then the response comments must be posted no later than 11:59pm CST on Sunday of each week.

Guidance for Discussion Board Posts, Responses and Grading

For initial posts, I would suggest framing your answers in the following way: (1) summarize what the author says about the key point or issue being asked about, (2) explain why you think the idea/concept is important, (3) discuss the strengths and/or weaknesses of the author's point of view on the issue or key point, and (4) provide examples as needed to make your points.

Comments will be posted as a "reply" message on the Discussion Board. Students should pick two to three review questions to reply too and should be no less than three sentences minimum, addressing a key idea, providing a critique, or furthering the discussion with connections to topics from the assigned readings. Be sure to select "Save & Publish" when posting answers and comments on Blackboard. The instructor will periodically review and post comments on the class discussion, to provide additional points of view or clarification where needed. As you respond to your classmates' discussion board posts, I would suggest thinking about a two-part response: (1) what you liked or agreed with or what resonated with you about a colleague's post, and (2) a follow-up question such as something that you are wondering about or curious about, etc.

Your discussion grade will be based on timeliness and quality, with the main emphasis on quality.

Timeliness is simple: did you post it before the deadline? Quality is less simple, but as these postings and responses are written, they are graded like other written assignments. They need to be clearly written, demonstrate a good understanding of the material, and apply it appropriately to the question. They need not be long, but should strive to move the discussion forward in a positive way. Responses are included in the quality grade and need to be of substance. Superficial and superfluous responses to the review questions and any corresponding replies will receive a lower grade based on the quality of the response. Any late or incomplete assignments and/or postings will be penalized accordingly.

There are 8 discussion board questions posted throughout the semester. Each student will answer the question and then respond to at least 3 posts written by classmates.

- **Memos (30%)**

Students will complete five (5) memos throughout the semester. These memos will allow students to develop professional writing and communication skills by applying course material to case studies and real-life examples. Professional memos distill the most important information about a case, policy, decision, or problem. Memos should be analytical, answer all questions, and not contain superfluous information. Memos should display a critical analysis of the main issue of the case, not a summary of it. Do not write to fill pages but do write for effect. The due dates are in the syllabus and more information on the content and format of the memos are on Blackboard.

- **Annotated Bibliography (10%)**

The annotated bibliography will help students develop important graduate level research skills. The annotated bibliography will help students develop skills related to how to find, read, analyze and synthesize academic research. The annotated bibliography along with the literature review will give students that opportunity to explore an issue of interest in public administration relating to social equity. Students will complete eight (8) to ten (10) annotations in this assignment which will be used for the final literature review.

- **Literature Review (28%)**

As with the annotated bibliography, the literature review will help students develop important graduate level research skills. The literature review will help students develop skills related to how to describe, summarize, evaluate, and clarify literature in a selected topic area or students' selected area of study. Students will write a literature review on a topic within a broad subject area drawn from course materials, with a particular focus on social equity. The assignment is designed to build skills of collection, interpretation, and application of complex information and materials needed by practitioners in the professional workplace and by students in graduate study. To learn something new and useful, students should choose a topic that is relatively unfamiliar to them. The literature review is intended to extend students' knowledge beyond course content, into basic, older materials and into cutting-edge scholarly materials. This is a complex assignment, to be successful, students will need to begin their research immediately, allowing plenty of time for gathering materials

prior to writing – the annotated bibliography assignment will serve as a starting point for the literature review.

A proposal of one page outline the topic (8%) is required to send to the instructor for approval before starting the project.

Evaluation

Students should be aware that the instructor grades assignments according to the description in the WTAMU Catalog. An A is reserved for those students that have excelled or mastered the material or activity. A B is reserved for those students that have met all required areas and went beyond them with, perhaps, a few mistakes. A C is reserved for those students that met the required elements of the assignment with appropriate effort and went no further. A D is reserved for those students that almost met all of the required elements of the assignment, but with additional effort would have met them all. Finally, an F is reserved for those students that did not meet the required elements and, obviously did not put forth the required effort.

Every effort is made to make the grading system and rubrics as transparent and fair as possible. You may contest a grade up to one week after it is returned. If you believe that there has been an error on your assignment or exam, please wait 24 hours after receiving the grade. After that period, please submit a written description of the error you believe occurred along with the assignment or exam to the instructor for re-grading. Clerical errors and outright mistakes will be corrected; decisions about the amount of partial credit to give for an answer will not be revisited. Please note that your grade could increase, decrease, or remain the same upon reconsideration.

- **Grading System**

Task	Points
Discussion Questions (8 x 40 points each)	320
Memos (5 x 60 points each)	300
Annotated Bibliography	100
Literature Review Proposal	80
Literature Review	200 points
Total	1000 points

- **Grading Scale**

Percentage	Letter Grade
90.0 - 100	A
80.0 - 89.9	B
70.0 - 79.9	C
60.0 - 69.9	D
0 - 59.9	F

Current Faculty Senate Statement: The WT Faculty Senate places the highest priority on the health and safety of our university's students, faculty, and staff. In cooperation and consultation with Academic Affairs and Dean's Council, Faculty Senate strongly supports that everyone in the WTAMU campus community abide by the provisions, both present and future, set out by system and university administration to maintain health and safety during the COVID-19 pandemic. Further, Faculty Senate calls upon WT faculty to set an example for others by consistently and correctly wearing masks or face coverings while on campus, or at WT-sponsored events, as well as maintain at least six feet of physical distance.

Course Policies and Responsibilities

You will be responsible for assigned readings, quizzes, class lectures/discussions, participation in class and other assignments.

- **Attendance**

Attendance is important to succeed in this and any course in college. Your attendance is measured by your participation and completion of online activities.

- **Late Work**

No late submission will be accepted for assignments involving discussion posts. The purpose of this kind of assignment is to encourage conversations among students and learn from each other. Most of us would be unlikely review and respond to discussion posts past due dates.

Late assignments will automatically be penalized 10% if they are submitted after the due date. Assignments will not be accepted if they are more than 24 hours late without making prior arrangements with the instructor. For example: if an assignment is due on Friday at 11:59 PM turned in on Saturday at 1:00 PM, a B paper would be dropped to a C. If the student does not submit the paper until Monday at 07:00 AM, no credit will be given for the assignment.

The Late Policy does NOT apply to course exams. There are no make-up exams allowed in this course unless prior arrangements are made.

- **Retakes**

If an assignment is returned to the student to be redone, it will be assessed a 15% penalty each time it must be redone. It is in the student's best interest to read/listen to assignment directions carefully so as to complete the assignment correctly the first time.

Academic Integrity

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the [Code of Student Life](#).

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

ADA Statement

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with [Student Disability Services](#) (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; phone (806) 651-2335.

Title IX Statement

West Texas A&M University is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Harassment is not acceptable. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- WTAMU Title IX Coordinator Richard Webb – Old Sub, **or** call 806.651.3199
- WTAMU Counseling Services – Classroom Center 116, **or** call 806.651.2340
- WTAMU Police Department – 806.651.2300, **or** dial 911
- 24-hour Crisis Hotline – 800.273.8255, **or** 806.359.6699, **or** 800.692.4039
<https://www.notalone.gov/>

For more information, see the Code of Student Life.

Evacuation Statement

If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651-5000 or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

WT Attendance Policy for Core Curriculum Classes

For the purposes of learning assessment and strategic planning, all students enrolled in Core Curriculum courses at West Texas A&M University must swipe their Buff Gold cards through the card reader installed in the classroom/lab for each class/lab meeting.

FALL 2022 COURSE CALENDAR

The schedule is tentative and subject to change.

Week 1, 08/22 - 08/28: Introductions/Overview of Course

- Read Syllabus
- Self-introduction post due by 11:59pm CST on August 28

Week 2, 08/29 - 09/04: Introduction to Public Administration

- Box, Preface and Chapter 1
- Shafritz, J., Russell, E.W., & Borick, C. (2017). *Introducing public administration*. Routledge. Chapter 1, Defining public administration, pp. 1-39.
- Discussion Question 1
 - Initial post due Friday 09/02 by 11:59pm
 - Comment post due Sunday 09/04 by 11:59pm

Week 3, 09/05 - 09/11: Democracy, Citizenship, and Governmental Structure

- Box, Chapter 3
- Wilson, W. (1887). The study of administration. *Political Science Quarterly*, 2(2), 197-222.
- Discussion Question 2
 - Initial post due Friday 09/09 by 11:59pm
 - Comment post due Sunday 09/11 by 11:59pm

Week 4, 09/12 - 09/18: Public Administration and the Public Interest

- Box, Reading 3.1 (McCollough)
- Box, Reading 3.2 (Kemmis)
- Box, Reading 3.3 (Box)
- Martin, J. B. (2000). The blast in Centralia No.5: A mine disaster no one stopped. In R. J. Stillman, *Public administration: Concepts and cases* (pp. 31-45). Houghton Mifflin.
- Discussion Question 3
 - Initial post due Friday 09/16 by 11:59pm
 - Comment post due Sunday 09/18 by 11:59pm

Week 5, 09/19 - 09/25: Ethnics in Public Administration

- Shafritz, J., Russell, E.W., & Borick, C. (2017). *Introducing public administration*. Routledge. Chapter 5, Honor, ethics, and accountability, pp. 187-230.
- Alexander, J., & Stivers, C. (2010). An ethic of race for public administration. *Administrative Theory & Praxis*, 32(4), 578-597.

➤ Memo 1 due Sunday 09/25 by 11:59pm

Week 6, 09/26 - 10/02: Origins of the American Governmental System

- Box, Creating a new democracy, pp. 39-57
- Box, Reading 2.2. (Quinn)
- Box, Reading 2.3 (Allen, Lloyd, and Lloyd)
- Box, Reading 2.4 (de Tocqueville)

➤ Discussion Question 4

- Initial post due Friday 09/30 by 11:59pm
- Comment post due Sunday 10/02 by 11:59pm

Week 7, 10/03 - 10/09: Three Views of Governance

- Box, Reading 4.3 (Stillman)
- Davis, C. (2001). Politics and public rangeland policy. In C. Davis (Ed.). *Western public lands and environmental politics* (pp. 87-110). Westview Press.
- Koontz, T. M. (2002). *Federalism in the forest*. Georgetown University Press. Chapter 4, Federal agency strength: Environmental protection, pp. 49-78.
- Weber, E. P. (2003). *Bringing society back in: Grassroots ecosystem management, accountability, and sustainable communities*. The MIT Press. Chapter 2, rural communities embrace grassroots ecosystem management, pp. 39-68.

➤ Memo 2 due Sunday 10/09 by 11:59pm

➤ Literature Review Topic Proposal due Sunday 10/09 by 11:59pm

Week 8, 10/10 - 10/16: Public Service

- Box, Reading 6.1 (Hamilton)
- Box, Reading 6.2 (Box)
- Denhardt, R. B., & Denhardt, J. V. (2000). New public service: Serving rather than steering. *Public Administration Review*, 60(6), 549-559.
- Denhardt, J. V., & Denhardt, R. B. (2015). The new public service revisited. *Public Administration Review*, 75(5), 664-672.
- Osborne, S. P. (2018). From public service-dominant logic to public service logic: Are public service organizations capable of co-production and value co-creation? *Public Management Review*, 20(2), 225-231.

➤ Discussion Question 5

- Initial post due Friday 10/14 by 11:59pm
- Comment post due Sunday 10/16 by 11:59pm

Week 9, 10/17 - 10/23: Social Equity and PA

- Box, Values and public administration, pp. 213-216

- Box, Reading 5.1 (Gudrais)
- Box, Reading 5.2 (Frederickson)
- Box, Reading 5.4 (Box)
- Berry-James, R. M., Gooden, S. T., & Johnson III, R. G. (2020). Civil rights, social equity, and Census 2020. *Public Administration Review*, 80(6), 1100-1108.

➤ Memo 3 due Sunday 10/23 by 11:59pm

Week 10, 10/24 - 10/30: Public Administration and Governance

- Salamon, L. (1994). The rise of the nonprofit sector. *Foreign Affairs*, 73(4), 109-122.
- Farazmand, A. (1999). Globalization and public administration. *Public Administration Review*, 59(6), 509-522.
- Salamon, L. (2002). The new governance and the tools of public action: An introduction. In L. Salamon (Ed.), *The tools of government: A guide to the new governance* (pp. 1-47). Oxford University Press.

➤ Discussion question 6

- Initial post due Friday 10/28 by 11:59pm
- Comment post due Sunday 10/30 by 11:59pm

Week 11, 10/31 - 11/06: Organizational Theory and New Public Management

- Box, Reading 4.2 (Marshall)
- Gruening, G. (2001). Origin and theoretical basis of new public management. *International Public Management Journal*, 4(1), 1-25.
- Riccucci, N. M. (2001). The “old” public management versus the “new” public management: Where does public administration fit in? *Public Administration Review*, 61(2), 172-175.

➤ Memo 4 due Sunday 11/06 by 11:59pm

➤ Annotated Bibliography due Sunday 11/06 by 11:59pm

Week 12, 11/07 - 11/13: Public Policy and Decision-Making

- Box, Reading 4.1 (Krane)
- Jones, B. D. (2003). Bounded rationality and political science: Lessons from public administration and public policy. *Journal of Public Administration Research and Theory*, 13(4), 395-412.
- Stivers, C. (2007). “So poor and so black”: hurricane Katrina, public administration, and the issue of race. *Public administration review*, 67, 48-56.

➤ Discussion question 7

- Initial post due Friday 11/11 by 11:59pm
- Comment post due Sunday 11/13 by 11:59pm

Week 13, 11/14 - 11/20: Intergovernmental Relations

- Svara, J. H., & Brunet, J. R. (2005). Social equity is a pillar of public administration. *Journal of Public Affairs Education*, 11(3), 253-258.
 - Agranoff, R. (2006). Inside collaborative networks: Ten lessons for public managers. *Public Administration Review*, 66, 56-65.
 - Kincaid, J., & Sternberg, C. W. (2011). “Big Questions” about intergovernmental relations and management: Who will address them? *Public Administration Review*, 71(2), 196-202.
 - Benton, J. E. (2020). Challenges to federalism and intergovernmental relations and takeaways amid the COVID-19 experience. *The American Review of Public Administration*, 50(6-7), 536-542.
- Memo 5 due Sunday 11/20 by 11:59pm

Week 14, 11/21 - 11/27: The Future of Public Administration

- Gooden, S., & Portillo, S. (2011). Advancing social equity in the Minnowbrook tradition. *Journal of Public Administration Research and Theory*, 21(suppl_1), i61-i76.
 - McCandless, S., & Elias, N. M. (2021). Popular culture informing public administration: Messages and prospects for social equity. *Public Integrity*, 23(3), 220-234.
- Discussion Question 8
- Initial post due Friday 11/25 by 11:59pm
 - Comment post due Sunday 11/27 by 11:59pm

Week 15, 11/28 - 12/04: Final Preparation

- Final Draft and Complete Literature Review Due Sunday by 11:59pm