PADM 500
INTRODUCTION TO PUBLIC MANAGEMENT AND POLICY
Fall, 2022

■ **Instructor**

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■ **Introduction**

This seminar is an introductory-level graduate seminar introducing key concepts in public administration and policy. It is designed as an introduction to the Public Administration curriculum; to key elements in government; to key issues in systems of governance; and to the multiple environments within which public administrationists will work in the future, including the fiscal, ideological, social and cultural environments.

■ **Course Objectives**

The seminar is organized around three broad themes, each of which has a number of specific objectives.

Theme One: Introducing Public Administration and Policy: Going Boldly Where No One Has Gone Before – Sessions 1 - 5

By the end of this section of the course, you should be able to demonstrate your understanding of:

• The multiple definitions and meanings of the phrase "public administration";

• How public administration incorporates key disciplines including economics, finance, and budgeting; human resources; research and program evaluation, organizational theory, and others;

• Differences between "government" and "systems of governance";

• The differences between "policy" and "administration" as these terms have evolved over time;

• The major elements of the public policymaking cycle; and

- The evolving relationship between different levels of government over the last two-plus centuries ("Federalism) and the implications of that evolution for citizens in the private sector and those who work in the public sector.

Theme Two: The Foundations of Public Administration and Policy – Sessions 6 – 9

By the end of this section of the course, you should be able to demonstrate your understanding of:

- The growing demand for data to design public policy and how that demand is changing the shape of public administration and management;

- The complexity of government in an era when the public sector is growing increasingly large; and

- The impact that technology is having on the public sector and the implications of that impact on how we govern ourselves as a nation.

Theme Three: The Evolution of Public Administration and Policy: Sessions 10 – 13

By the end of this section of the course, you should be able to demonstrate your understanding of how significant changes in key components of public administration and policy might have an impact on our profession in the future:

- How organizations shape the public sector and define effective public management;

- The role of sound financial management in planning, implementing and evaluating public policies and being an effective public manager;

- The role of effective personnel management in creating and maintaining effective public-sector organizations: and

- The importance of sound ethical judgment in protecting and preserving the public's trust.

■   **Prerequisites**

There are no prerequisites for this course.

■   **Resources**

Resources of several types will be used.

- The text for the course is Jay Shafritz, E.W. Russel and C.P Borick, *Introducing Public Administration*, eighth or ninth edition.

- We will review parts of the ***Constitution of the United States***. This will be distributed electronically.

- Class notes in Power Point will be sent to you as e-mail attachments late in the week prior to Monday's class. You may print them out, or bring them to class on your laptop, tablet or holographic machine. ***You are not expected to read the Power Point class notes before class; they are distributed as a convenience only.*** However, please have them handy either electronically or in hard-copy at each class session.

■ Expectations

There are six broad expectations for participants in this seminar.

"Being There": It's important that you attend all sessions. Life emergencies occur, but if these should prevent you from attending a session, please contact me before class so we can discuss how the material will be made up. Recordings of class sessions will be available through Learn.

Read: Class sessions will supplement, not duplicate, the text readings. Therefore, it is important you read all materials distributed before class and come to class prepared to discuss the assigned readings for the day.

Timeliness: All assignments not handed in by the due date shown on the syllabus will result in an automatic grade of "F" unless you have made prior arrangements with me.

Take Initiative: You are expected to engage in dialogue, ask questions about things discussed in class that don't make sense and rebut assertions that seem wrong both in and between classes. Secondly, many of the assignments will require you to utilize the Web or engage in other information-seeking tasks. You are expected to take the initiative and be proactive in these tasks.

Attention to the Public Sector: This is a seminar that is centrally concerned with issues revolving around the public sector, including broad, theoretical issues such as the proper scope of government as well as technical issues such as budgeting, finance and personnel. To succeed in the class, you'll need to be attentive to public-sector issues in the media and more traditional academic sources. This means, among other things, some combination of watching the news, reading newspapers or electronic news sites and in general being attentive to both governance and government in the United States today.

■ Evaluation

Each participant will complete three assignments and be given a discretionary grade as outlined below. Detailed instructions for each assignment are distributed at the beginning of the semester.

Assignment One: The Research Paper Proposal

You will prepare a one-page proposal for a research paper you will complete in Assignment Three using criteria described in the instructions for the assignment.

Assignment Two: The Preliminary Annotated Bibliography

You will submit a preliminary annotated bibliography of sources you have gathered for the research paper, with brief annotations of each source.

Assignment Three: The Research Paper

You will prepare a research briefing paper using criteria described in the instructions for the assignment.

Assignment	*Weight*
One: Research Paper Proposal	20%
Three: Annotated Bibliography	20%
Four: Research Paper	40%
Discretionary Grade: (includes participation, demonstration that you have read the text and other materials, and timeliness of assignments)	20%
Total:	**100%**

All assignments are to be sent to me as e-mail attachments in Word (not Adobe!).

Assignments must be named as follows: Last Name Assignment #.

Example: "Cahill Assignment One"

All assignments are to be sent to me as e-mail attachments in Word (assignments one and two) or Power Point (assignment three). This allows me to evaluate them making comments on the assignment itself and sending you back the graded assignment with my comments embedded within the document. I grade and get assignments back within one week.

Grading Scale

95.0 - 98.9 A
91.0 – 94.0 A-
87.0 – 90.9 B+
83.0 – 86.9 B
79.0 – 82.9 B-
75.0 – 78.9 C+
71.0 – 74.9 C

67.0 – 70.9 C-
63.0 – 66.9 D+
59.0 – 62.9 D
55.0 – 58.9 D-
Below 55.0 F

■　　**Contacting Me**

My email and cell phone contact information is at the top of the syllabus. Feel free to email, call or text. I normally will get back to you within twenty-four hours. For more extended conversations, we can set up a Zoom meeting.

■ Class Schedule

Class #	Date	Topic(s)	Readings	Assignment
Theme One: Introducing Public Management and Policy				
1	Mon 8/22	Welcome to the Semester!	--	*Assignments distributed*
2	Mon 8/29	Evolving Definitions of Public Administration and Policy	Shafrtiz, chs. 1, Defining Public Administration and 2, The Political and Cultural Environment of Public Policy and Its Administration	
--	Mon 9/5	No Class – Labor Day		
3	Mon 9/12	Skills You Really, Really Need: The Difference Between "Ideas" and "Topics"; Successful Search Strategies, Assessing the Quality of Sources; Accessing Full-Text Articles Through UNM	--	
4	Mon 9/19	The Sticky Nature of Governance in the United States I: Federalism	Shafrtiz, ch. 4, Intergovernmental Relations	
5	Mon 9/26	The Sticky Nature of Governance in the United States II: Federalism	--	*Assignment One, Research Paper Proposal, Due*
Theme Two: The Foundations of Public Administration and Policy				
6	Mon 10/3	Changing America: the Impact of Demographic Shifts on Public Administration and Policy	--	
7	Mon 10/10	The Complexity of Government in the United States	Shafritz, ch. 3, The Continuous Reinventing of the Machinery of Government	

Class #	Date	Topic(s)	Readings	Assignment
8	Mon 10/17	"Government By Data" - Data and Public Policymaking	Shafritz, ch. 14, Program Audit and Evaluation	
9	Mon 10/24	The Impact of Technology on Reforming Government	Shafritz, ch. 8, Managerialism and Information Technology	*Assignment Two, the Preliminary Annotated Bibliography, due*

Theme Three: The Evolution of Public Administration and Policy: Going Boldly Where No One Has Gone Before

Class #	Date	Topic(s)	Readings	Assignment
10	Mon 10/31	The Evolution of Management Theories in the Public Sector: From Scientific Management to Post-Bureaucratic Organizations	Shafritz, ch. 6, The Evolution of Management and Organization Theory and ch. 7, Organizational Behavior	
--	Mon 11/7	No Class; American Public Health Association		
--	Mon 11/14	No class; Association of University Centers on Disability		
11	Mon 11/21	Human Resource Management: The Crucial Difference Between Management and Leadership in the Public Sector	Shafritz, ch. 11, Personnel Management and Labor Relations and Shafritz, ch. 10, Leadership	
12	Mon 11/28	Financial Management: Fiscal Choices as Instruments of Policy and Ideological Preferences in America	Shafritz, ch. 13 Public Financial Management	
13	Mon 12/5	Ethics, Values and Public Policy: The Rise of Accountability in Government and the Role of Government in Enforcing "Equal Treatment Under Law"	Shafritz, ch. 5, Honor, Ethics and Accountability Shafritz, ch. 12, Social Equity	*Assignment Three, the Research Paper, Due*

■ Accommodations

"In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic
accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she are not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information."

■ Other UNM Resources

- **CAPS Tutoring Services** is a free-of-charge educational assistance program available to UNM students enrolled in classes. Online services include the Online Writing Lab, Chatting with or asking a question of a Tutor. They can be contacted at

  http://caps.unm.edu/services/online-tutoring/olc.php

- **UNM Libraries:** Todd Quinn is the librarian/resource specialist assigned to the School of Public Administration. You can contact him (and see PA-related information at

  http://libguides.unm.edu/pubadmin

- **Student Health and Counseling (SHAC) Online Services:** SHAC provides quality health and counseling services to all UNM students to foster student success. Contact them at:

  https://shac.unm.edu/

■ Canvas and Zoom Support

You can get help with Canvas at (505) 277-0857 or by visiting the Canvas Info Site at
https://canvasinfo.unm.edu/support/index.html

Zoom support is available at https://at.unm.edu/media-collaborative-apps/zoom-web-conferencing.html

■ Contacting the School of Public Administration

The web site for SPA is http://spa.unm.edu//index.html

Gene Henley is the Director of Operations and Advisement. He can be contacted at ghenley@unm.edu

■ Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Co-ordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

■ **Academic Integrity**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Students in the course are expected to follow rules of "netiquette" - a set of guidelines in online communication that help to ensure positive interactions that seek to keep this online class a positive learning environment for everyone. These include the following.

- Whether or not you agree with the opinion of another student, you should respect their opinion. When responding to another person's opinion, provide clear and thoughtful arguments without seeking to insult your classmate(s).
- When posting a message, take care to choose your words carefully. Understand that online communication tends to lack the non-verbal cues that often offer context to the intended message.
- Emoticons and other cues (such as hmm... to suggest you are pondering) can be used to help offer context to messages.
- Avoid typing in all capital letters. Not only does this make messages difficult to read, it also implies that you are yelling.
- Always assume that your fellow students have good intentions in their posts and/or replies. If necessary, seek further clarification of the intent or meaning of a post.
- Flaming (messages or responses intended to insult or meant to be abusive) are always inappropriate.
- When possible, try to keep messages and posts concise and on topic and posted in the appropriate section.
- When using acronyms and abbreviations, make sure that they are completely spelled out the first time they are used.
- When you are referring to a web site, make sure to give the URL in its executable form (including the http://). This allows others to quickly reference the article.

- If you include an attachment, ensure that it is free of viruses. Do not use discussions to distribute or share material which is restricted by copyright.