University of Montana  
PUAD 501: Public Administration  
Fall 2018: Tuesdays (4-6:20p.m.)

Instructor Information

Three (3) credit hours  
Classroom: Law 161 (in the corner of the law library, aka Pope Room)  
Instructor: Dr. Sara Rinfret  
Professor’s Office: LAW 146  
Email: sara.rinfret@mso.umt.edu (email is the most reliable way to contact me)  
Office Phone: 406-243-4702  
Office Hours: Tuesday/Thursdays (10:30-11:30a.m.); Wednesdays (2:00-3:00p.m.); or by appointment

Course Description

This is the introductory foundation course for the Master of Public Administration degree and familiarizes you with public service as a career path and as a field of study. It is one of the core courses for the degree program. In this seminar, you will explore values, theories, practices, and strategies common in the field to understand contemporary issues encountered by public managers in government or nonprofit organizations. We will think more deeply about the constitutional, democratic, and cultural tenets that frame notions of acceptable government action; managerial, political, and economic aspects of public and nonprofit service; links between law, policy, and administration; intergovernmental and public-private-nonprofit relations in public service delivery; and the intellectual heritage of the field.

Public service can be challenging. In this course, you engage in discussion with colleagues to consider what public service means and how to do it well. My plan is that you leave the course with a better understanding of the complexity, power, and responsibility that comes with being an effective public servant, as well as a deeper sense of fulfillment in serving others. There are challenges galore in public service but the rewards are plentiful. No other career offers the abundance of opportunities for making a real difference in the quality of life for families, communities, and the broader society. Welcome to an exploration of these opportunities!

Expectations for Student Learning for this Course and the University of Montana’s MPA Program

The MPA Program has competency expectations for anyone seeking the MPA degree. This course introduces you to some of those expectations. At a minimum, by the end of the semester you should feel more confident responding to these questions: What is public administration? How does a career in public service differ from other careers? How does accountability, ethics, and the need for transparency affect public servants? What skills are most important for managers in public service organizations to possess?

In exploring these questions, along with others, the course’s learning objectives:

- Provide a theoretical foundation for understanding events affecting public administration
- Promote understanding and appreciation for the complexity and dilemmas of current administrative practices
- Gives students a conceptual framework within which to examine their role as public servants
- Prepares students for their graduate studies through emphases on critical thinking, analytical skills, technology, and writing.
Within the MPA program, this course is designed for students to make significant progress in the following NASPAA learning outcome: articulating and applying a public service perspective. Subsequent courses in the MPA program of study reinforce and further develop these and other competencies.

**Required Course Materials**

**Books & Readings**
3. Moodle Required Readings – noted with an asterisk (*) in the course schedule
   a. Many of our Moodle readings come from:

**Additional Materials Needed**
4. Podcasts (see hyperlink in course syllabus/posted on Moodle by week)
5. Virtual Reality Goggles
   a. Used for class discussion leader assignment – use link [here](#) to order and bring headphones that work with your smartphone
      i. If you do not have a smartphone or an older smartphone then do not order, but bring a laptop or tablet on our discussion days
      ii. If you do not feel comfortable, let professor know for another option
6. Download for [VR Tube app](#) free onto your smartphone
   a. [Troubleshoot guide for app and cardboard goggles](#)
   b. [Watch how to on putting together your VR goggles](#)
7. Wifi Connection for Smartphone on campus
   a. Must be connected using [Eduroam](#)

For students interested in free books for this course, I suggest using the university's inter-library loan – great way to decrease costs. You request the book via inter-library loan for the semester. Let me know if you need help with this.

**Course Expectations**

**Class Preparation and Participation:**
The goal of this course is to introduce students to the public administration and that can only be accomplished by engaging the material inside and outside of class. During class, this means participation is necessary. Everyone - students and the instructor - can and should learn from one another. Learning is a process and is enhanced by dialogue. Additionally, engaging the material requires that students come to class having read the assignments so that they are prepared to thoughtfully and productively contribute to the class discussion.

**Attendance and Tardiness:**
In any graduate course attendance is crucial; students who are not in class do not have the opportunity to learn from the rest of the class and the class does not have the opportunity to benefit from an absent student. Since this course only meets once a week, students are allotted one absence for the semester for any reason. Upon a second absence, a student must meet with the instructor to determine what extra assignments need to be submitted to make-up for the additional absence. Students are not allow to miss on the evenings we have guest speakers, so mark your calendars. Any more than two absences during the semester will merit a serious consideration of whether the course should be dropped and attempted in the future.

Students who are frequently late to class or who leave early should also expect to have their overall grade reduced. After all, being late to a class is problematic for the student who is tardy, fellow students, and the instructor. A student
who arrives to class late is disruptive to everyone. Students are expected to get to class on time and stay for the duration of the class. Excessive tardiness will negatively impact a student’s final grade.

**Laptop Computers and Cell Phone Policy:**
Because class participation and discussion are vital to this class, it is imperative that class discussions are conducted in an appropriate manner that benefits the larger university environment. Therefore, debate is encouraged as long as it is with respect and civility. Courtesy in class discussion extends to making sure *cell phones are silenced* and are *not accessed* during class. Additionally, laptops and tablets provide a great distraction and often detract from the classroom setting. *Laptops and tablets are only permitted in the classroom if their use compliments rather than detracts from the educational environment.*

**Using Moodle:**
This semester each student is enrolled in Moodle. Moodle is where students can find additional copies of the course syllabus, required readings, assignment instructions, grades, dropboxes for assignments, and class announcements. Here is the link for Moodle access: [http://umonline.umt.edu/](http://umonline.umt.edu/)

**Firing Option:**
Often working in groups can be difficult, thus each group reserves the right to use the firing option. For underperforming team members, a group can fire a team member after first providing a written warning and consultation with the professor. If the performance does not improve after the warning, the group can fire their teammate. Fired students will then have to conduct an additional research project on their own in addition to any remaining deliverables.

**Robot:**
If you are taking this course via robot please ensure you are sitting near your modem/have a strong wifi connection. You must have a webcam and microphone that work. This is important for student learning experiences. Lectures will be sent before class so remote students can better connect with the class. Students participating via robot are expected to coordinate with a partner/group for assignments.

**Course Grading:**
As your professor, I will do my very best to turn assignments back quickly, but please allow for up to 7 full business days after the due date to receive a grade. All grades will be recorded via Moodle’s gradebook. Each assignment will use a rubric. If the rubric feedback is not enough, please let the professor know. Students are invited to submit drafts of assignments via email to the professor before turning in any assignment this semester. Students can locate the gradebook by clicking on the tools icon at the top of the screen to find your list of grades.

**Help with Technology:**
Please make sure that your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana. Your instructor cannot provide IT support so please contact the appropriate University staff if an issue arises.

**Guidelines for Written Work:**
All written assignments should meet the following criteria *unless otherwise noted* in the assignment instructions listed below:

1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow a proper style guidelines such as, MLA, Chicago, or APA (in-text citations and a reference page are necessary)
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
4. All assignments must be turned in electronically via Microsoft Word. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.
6. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.
7. Notes: If a citation is missing in Moodle, please just cite the title of the reading and the week in Moodle. Apologies if quality of scans are poor, let me know, and I will do my best to address.

MPA Portfolio
If using any of the class assignments for your final MPA portfolio, it is the student’s responsibility to keep track of individual grades and professor feedback.

Assessment of Student Learning Outcomes:

Students are evaluated according to their performance in the following areas:

**Case Assessment Outlines (12 points apiece x 3 = 36 points possible):**
Case assessment outlines encourage reflective reading and approaches to solving public sector dilemmas. These one page (double-spaced) outlines demonstrate your command of weekly readings, encourage active discussion, and help you in your current or future public service careers.

*Outlines are always due by Tuesday, 3:30 p.m., Moodle.* Each outline should be organized and include:

1. Case Dilemma (3 points)
   a. Argue, in one sentence, what you would do as a public administrator to address the case dilemma for the week. Do not describe the case, but make an argument.

2. Action Items (3 points)
   a. List one approach you would adopt from the readings (citing by name) and/or your own professional experiences providing an action-orientated solutions for this case dilemma.

3. Questions or Concerns (3 points)
   a. List one criticisms or questions you have about the readings for the week, citing evidence

4. Grammatically correct, 1 page maximum (in-text citations and a reference page are not necessary), and outline format used (3 points)

Specific readings and key ideas should be clearly cited with the author reference in text (however, a formal reference list is not needed at the end). Please be prepared to share your ideas with your colleagues each week during our discussions. Over the course of the semester, several case assessments are possible for students to select from. **Students only have to complete three outlines; however, a student can complete all of our outlines available and the top three highest grades will be recorded. It is your choice.**
The Virtual Reality (VR) Experience Discussion Leaders (50 points possible):

This class is not about making video games. It is about using an immersive experience to understand how we effectively tackle a public sector problem. One common criticism of public administration is its inability to solve problems and/or lead transformational change. We are going to push ourselves this semester to engage in live/applied learning through virtual reality cases. Could the technology fail – maybe, but we are going to try something new. The class will form five different VR Discussion Leader Teams (sign up during the beginning of the semester). Each team will select a case (video) from VR Tube or another approved app by the professor; introduce the case, watch (with our goggles) in class, and end with a team-facilitated discussion. The entire discussion leader experience should be no longer than thirty minutes.

Instructions for VR Discussion Teams:

1. Sign up for one time slot (second week of class); noted as VR Goggle Days in course calendar
2. Let the professor know what case you are using one week prior to your designated time slot so classmates can download for next class session. This should be sent to the professor prior to our class time. (5 points possible)
3. Presentation: Each member of the team leads a facilitated and virtual experience. For example, when we discuss decisionmaking, the VR about Puerto Rico’s electrical grid could be used as a case to emulate what you would do as a public administrator to restore power back to residents. Each team is expected to:
   a. Briefly Introduce topic – how it links to readings for the day (5 points possible)
   b. Watch (collectively watch) – have a backup if the technology does not work/demonstrates planning and preparedness (5 points)
      i. Students that are not using goggles bring a laptop to class
   c. Engage: facilitate a problem solving discussion that links to introduction and viewing (e.g. a big question) – this is up to the team. (20 points possible)
   d. Preparedness, connections to class materials, ability to work with team/engaging classmates (15 points possible)

PA Project (3 assignments = 125 points possible)

This semester students will work with a partner or a small group on a semester long project (e.g. redesign of an organizational structure, policy memo, and press release). Please use the google doc sign up to indicate your partner/group preference.

Assignment 1: Organizational Design (25 points possible):

One of the fundamental aspects to understanding public administration is bureaucratic structures. Please read Exercise 3, Form 12, and Form 13 listed on Moodle that corresponds with this assignment. After reading, students should:

1. Design a new organization chart for the Department of Economic Development (page 1) (5 points)
2. Justification: the second part of this assignment (2-4 double spaced pages) is to write a justification and explain your reconfigured organization structure/why you selected this approach; after your justification explain whether this structure would help to recruit the next generation of public sector employees. (10 points)
3. Make sure to use up to 4-5 scholarly sources and follow the course writing guidelines listed in the beginning pages of the course syllabus (5 points)
4. 4-5 page paper (double-spaced); this includes your org chart at the beginning; reference page does not include in page limit (5 points)

Assignment 2: Policy Memo (50 points possible)

For your second PA project assignment, you represent an upper level manager(s) within the Department of Interior (you select this person/group). However, members of Congress requested you testify regarding your expertise and
suggestions on strategic investments to reduce crime on Indian Reservations. To get started with this assignment, please read Case 12.4 in Kettl (pg. 357). After reading, conduct additional research and write a policy memo to members of Congress in preparation for your testimony. Please include:

1. Introduction: A clear statement of the problem (5 points)
2. Assessment: What is the evidence for and against strategic investment to reduce crime on Indian Reservations? Clearly identify. (20 points)
3. Suggestions and Preferred Action: What options are available moving forward and what is your preferred suggestion to Congress, based upon your expertise? (15 points)
4. Make sure to use up to 4-5 scholarly sources and follow the course writing guidelines listed in the beginning pages of the course syllabus (include references at the end) (5 points)
5. 4-5 page paper (double-spaced) (5 points)
6. Sample Just for Formatting

Assignment 3: Press Release (50 points possible): This project is a brief tour of public administration, theory and practice. For your final assignment, students write a one page (single-spaced) press release that is a call to action, explaining why public service matters. What your press release should include:

1. Title: Persuade the audience to read your press release (5 points)
2. Body: Have a story (might be from class, your own experiences, but what will persuade a call to public sector professions – be creative) (15 points)
3. Throughout: use quotes (might be from PA scholars or PA practitioners you know) – provide evidence (15 points)
4. Make sure to use up to 4-5 scholarly sources (footnote them; no formal reference page needed) (5 points)
5. Samples
6. Each student team is expected to present an excerpt of this press release to have a larger final discussion about the importance of PA for the past, present, and future during our final weeks of class (10 points)

Reminder: Late papers are not accepted and students should adhere to writing expectations listed above. All these assignment should be turned in electronically via Moodle by the due date listed in the course schedule. The papers should be in a Word format and if the professor cannot open and read, then no grade.

Totals Points for the Course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Critical Assessment Outlines</td>
<td>36 points</td>
</tr>
<tr>
<td>VR Discussion Leaders</td>
<td>50</td>
</tr>
<tr>
<td>PA Project</td>
<td>125 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>211 points possible (If no alterations to the syllabus)</strong></td>
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Grading Scale: The University of Montana uses the Plus/minus grading system and a Credit/No Credit system (the CR/NCR replaces the Pass/Fail system used in the past). General education courses must be taken using the traditional letter grade to count toward one’s general education requirements. To accommodate the Plus/Minus system the grading scale shown below will be used.
Course Schedule

Although this is the general outline of readings, the schedule may change as the semester proceeds. If this is the case, students will be notified of any changes. The course schedule also provides “additional guidance” which is provided for students to apply theory to practice. You do not turn these assignments in, but these are a way for you to enhance course materials for the week.

The readings marked with an asterisk (*) are available on Moodle, required, and organized by week.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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| **Week 1: August 28** | Course Overview & Helpful Tips for Successful Graduate School Experience | Read: Start reading Goodsell book (entire book); [Listen to Podcast](#) Jenny Perth VR engineer US Forest Service (tips/suggestions/uses for the front-lines/brief demo) Due:  
1. Bring books/VR goggles/headphones  
2. If you don’t have a smartphone – bring laptop and/or tablet and headphones  
3. VR Pre-test survey (in class)  
4. Priority sign up for VR Discussion Leaders and PA Projects |
| **Week 2: September 4** | Perceptions of Government                  | Read: Goodsell’s The New Case for Bureaucracy (entire book), [Listen to](#) |
| Week 3: September 11 | What is Public Administration? | Read: Kettl, Chapters 2 and 3  
Case Study 3.4 in Kettl: Humvees in Ferguson (pg. 79)  
Due:  
1. Case Assessment #1, 3:30 p.m.  
(Moodle)  
2. VR Team 1 Discussion Facilitation  
(bring goggles)  
3. VR Team 2 Case Selection  
Announced |
| --- | --- | --- |
| Week 4: September 18 | History and Development of Public Administration | Read: *Friedrich/Finer, *Chapter 1  
(history), *Six Trends  
Due:  
1. VR Team 2 Discussion Facilitation  
(bring goggles) |
| Week 5: September 25 | External Controls on PA: Knowing the Environment (Guest Speaker, Attorney General Tim Fox) | Read: Kettl, Chapter 14, *Long, *Conlan, *Gaus  
Case Study 14.3 in Kettl (pg. 412)  
Due:  
1. Case Assessment #2, 3:30 p.m.  
(Moodle)  
2. VR Team 3 Case Selection  
Announced |
| Week 6: October 2 | Internal Controls on PA: Knowing the Environment | Read: *Mayo, Kettl Chapter 5, *Waldo,  
*Little Blue Pill, *Ingraham  
Case Study 6.4 in Kettl (pg. 168-169); In-class discussion (PA Project 1)  
Due:  
1. Case Assessment #3, 3:30p.m.  
(Moodle) |
| Week 7: October 9 | Organization Theory (this class is online, Professor Rinfret at a conference) | **Read:** Kettl, Chapter 4, *Weber, *Taylor, *Organizational Culture Case Study 4.1 in Kettl (pg. 110)  
**Due:**  
1. Watch Online Lecture via Moodle  
2. Case Assessment #4, 3:30p.m. |
| --- | --- | --- |
| Week 8: October 16 | Management of Public Organizations | **Read:** Kettl, Chapters 6 and 7, *Gulick *Follett, *Graham, [Listen to Podcast about Diversity & Tech](#)  
**Due:**  
1. PA Project 1, Organization Design, 3:30p.m. (Moodle)  
2. VR Team 4 Case Facilitation (bring goggles) |
**Due:**  
1. Case Assessment #5, 3:30p.m. (Moodle)  
2. VR Team 5 Case Selection Announced |
| Week 10: October 30 | Decisionmaking and Group Dynamics | **Read:** Kettl Chapter 10, *Linblom Case Study 10.2 in Kettl (pg. 289); in class discussion about PA Project 2  
**Due:**  
1. Case Assessment #6, 3:30p.m. (Moodle)  
2. VR Team 5 Facilitation (bring goggles) |
### Classroom Policies

- **Extra Credit:** Not available for this course.
- **Make-up Exams:** Our exam is take-home and listed in the course schedule, so make up exams are not available.
- **Classroom Etiquette:** A driving component of our MPA program is professionalism and your ability to work well with others. Thus, the expectation is that students will maintain a high level of professionalism in their classroom conduct with me, and with their fellow students. This means being respectful during class discussions, and in all communications with the professor and others. Failure to do so will result in removal from class discussions.

- **E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a Moodle collaborate conversation.

- **Incompletes or Withdrawals “W” for the Course:** If for some reason the course is not working out for you please adhere to the University’s policies for the last day to drop a class. Since this is a 10 week course, incompletes will not be an option.

- **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course.

- **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. **Students not allowed to remain must complete a drop form or drop the course on the Internet ([http://cyberbear.umt.edu](http://cyberbear.umt.edu)) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.

- **Wikipedia:** This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.

- **Academic Dishonesty (Plagiarism):** Students must follow the University’s policies for academic dishonesty. For detailed information, please view. As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.

- **Moodle:** This class is supported by Moodle. Please refer to this site regularly for additional readings, announcements, grades, submitting assignments, or updates to the schedule. When submitting assignments on Moodle, students should attach Microsoft Word doc or docx files.

- **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.

- **Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: [Disability Services for Students](https://cyberbear.umt.edu). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.